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ABSTRACT

The third of a series of nine career education guides includes four social studies units for grades 4-6. Part one, famous Americans from Plymouth Rock to Tranquility Base, includes goals, objectives, skills to be taught or reviewed, lists of famous Americans in the fields of science and medicine, inventions, sports, religion, politics, literature, art, music, and civil rights, and suggests general and specific activities and selected student written exercises and puzzles. Part two (on birds and bird house construction), part three (on behind-the-scenes activities of a supermarket), and part four (on careers in journalism), contain statements of goals, objectives, and skills to be taught or reviewed, and suggest a wide variety of activities (including puzzles, games, and arts and crafts projects). In addition, part four lists careers in journalism and provides evaluation and test materials for the various grades. (JR)

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ED107850

CAREER EDUCATION

FAMOUS AMERICANS *from* PLYMOUTH ROCK *to* TRANQUILLITY BASE

GRADES 4, 5 OR 6 SOCIAL STUDIES OR READING

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ED107850

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

FAMOUS AMERICANS

FROM PLYMOUTH ROCK TO TRANQUILLITY BASE

Grades 4, 5, or 6

Social Studies or Reading

Career Elements	Career Clusters
Self-Awareness	Fine Arts and Humanities
Educational Awareness	Manufacturing Occupations
Career Awareness	Communication and Media
Economic Awareness	
Decision Making	
Attitudes and Appreciations	

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FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

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Cover by Robert Gerlach - South Seneca Central School

This is a Suggested Six week Unit

It is suggested that this unit be read in its entirety first. Select those activities most applicable to your class. It is not intended that all these activities be used. They are listed as suggestions.

When visitors are invited to come to speak to the children, besides having the speaker tell how and what they do, be sure to ask why they choose their occupation. Have the children prepared with questions for the visitor.

If trips are not feasible, invite as many representatives as possible to the class.

Please feel free to send comments, evaluations and new suggestions to McEvoy Education Center.

G. Douglas Van Benschoten
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Cortland-Madison BOCES
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FAMOUS AMERICANS

General Purpose - Goal - The continuing success of America is influenced by the talents of famous Americans and immigrants of the past and present.

Specific Objectives - As a result of this unit the child will be able to:

Fourth Grade -

1. List good personal qualities that contributed to the person's success.
2. List famous people who have contributed to more than one occupational cluster.
3. Write and organize a "Famous Person" notebook.
4. Write a biographical sketch of a famous worker using resource material.
5. Describe what he or she will be doing in his or her job twenty years from now.

Fifth Grade -

1. List good personal qualities and describe how they contributed to the individual's success.
2. Identify famous people who have contributed to more than one occupational cluster.
3. Write and organize a "Famous Person" notebook.
4. Write a biographical sketch of a famous worker using resource material.
5. Write an autobiographical sketch describing his or her job in twenty years.

Sixth Grade -

1. Analyze the personal qualities that contributed to the individual's success.
2. Identify famous people and contributions they have made in more than one occupational cluster
3. Write and organize a "Famous Person" notebook.
4. Write a biographical sketch of a famous worker using resource material.
5. Write an autobiographical sketch projecting himself or herself twenty years into the future, describing his or her success as a famous American.

Address

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Teachers Sheet

1. Field Trips

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

2. Parents who visited class

   a.

   b.

   c.

   d.

3. Guest Visitors

   Name Contact by-address phone

   A.

   B.

   C.

   D.

4. Special Books Used

   Name Publisher

   A.

   B.

   C.

5. Special Tapes or filmstrips -- not included

   name catal. number area

6. Best Ideas Made

   A.

   B.

   C.

Skills to be Taught or Reviewed

A vocabulary list should be compiled by the teacher and/or children as the unit develops.

A. Research Skills:
   - Encyclopedia
   - Dictionary
   - Readers Guide (6th)
   - Card Catalog
   - Newspaper
   - Text books
   - Table of Contents
   - Index

B. Writing-Penmanship
   - Letter writing
   - Reports
   - Biography
   - Autobiography
   - Outlining
   - Organizing

C. Speaking-Plays
   - Skits
   - Puppet Shows
   - Speeches
   - Debates
   - Role Play
   - Interviews
   - Choral speaking

D. Listening to - tapes records.....

E. Art

F. Music

G. Reading

H. Motor Skills

Note: The famous Americans listed here are in specific areas and their contributions. These lists are intended for teacher reference. They may be used as the needs of the children, class or group require. These lists may be expanded or deleted as necessary.

SCIENCE & MEDICINE

Thomas Jefferson	3rd President	1743-1826
John Audubon	Naturalist & Artist	1785-1851
Clara Barton	Founded American Red Cross	1821-1912
Luther Burbank	Plant breeder & Horticulturalist	1849-1926
Walter Reed	Control of Typhoid & Yellow Fever	1851-1902
Booker T. Washington	Educator	1856-1915
Robert Peary	Arctic explorer Discovered North Pole	1856-1920
Dr. William Mayo	Founded Mayo Clinic	1861-1939
Dr. Charles Mayo	Founded May Clinic	1865-1939
Charles Steinmetz	Mathematician & Engineer	1865-1923
Albert Einstein	Outstanding Scientist	1879-1955
Amelia Earhart	First woman to fly solo across Atlantic	1897-1937?
George W. Carver	Agricultural Research	1859-1943
Elmer Sperry	Scientist, Inventor Manufacturer	1860-1930
Enrico Fermi	Physicist 1st Nuclear chain reaction	1901-1959
Edwin Link	Inventor & Businessman	1904 -
Albert Sabin	Oral Polio Vaccine	1906 -
Wernher Von Braum	Rocket Engineer	1912 -
Jonas Salk	First Polio Vaccine	1914 -
John Glenn	1st American to orbit Earth	1921 -
Scott Carpenter	2nd American to circle Earth	1925 -
Neil Armstrong	1st Man to step on Moon	1930 -
Gus Grissom	1st American to make more than one space flight	1926 -

INVENTIONS

Inventors	Inventions	Date
Eli Whitney	cotton gin	1793
Robert Fulton	steamboat	1807
Cyrus McCormick	reaper	1834
John Deere	light steel plow	1837
Charles Goodyear	Vulcanization of rubber	1844
Samuel F.B. Morse	telegraph	1844
Elias Howe	sewing machine	1846
Gordon McKay	shoe sewing machine	1862
George Pullman	pullman car	1865
Cyrus W. Field	atlantic cable	1866
George Westinghouse	railroad air brakes	1869
Alexander G. Bell	telephone	1876
Thomas A. Edison	phonograph electric light binetoscope	1877
Wilbur & Orville Wright	airplane	1903
Lee DeForest	radio vacum tube	1907
Vladimir Zworykin	television	1934
Benjamin Franklin	stove eye glasses electricity-lightening rod	1706 - 1790
Henry Ford	assembly line Ford car	1863 - 1930
Igor Sikorsky	helicopter airplane designer	1889 - 1972
E. I. DuPont	nylon, plastics, dyes Founded DuPont Co.	1771 - 1834
Thomas DuPont	Expanded DuPont Co.	1863 - 1930

SPORTS

Abner Doubleday	Invented Baseball in 1839	1819-1893
John L. Sullivan	World Heavyweight boxing Champion	1858-1918
Knute Rockne	Great American Football Coach	1888-1931
Babe Ruth	Outstanding Baseball Player	1895-1948
Jersey Jo Wolcott	Outstanding Boxer	
Bobby Jones	Outstanding Golfer	1902-1971
Babe Didrickson	Outstanding Golfer	1914-1956
Joe DiMaggio	One of the greatest outfielders in Baseball history	1914-
Joe Louis	World Heavyweight Champion	1914-
Arnold Palmer	Outstanding Golfer	1929-
Bob Mathias	Olympic Track Star	1930-
Lee Trevino	Golfer	
Hank Aaron	Most homeruns in Baseball history	1934-
Orlando Cepeda	Baseball player	
Roberto Clemente	Baseball player	
Billy Jean King	Outstanding Tennis player	
Joe Namath	Football player	
Mark Spitz	Olympic swimmer	

RELIGION

Elder William Brewster	Spiritual leader of Plymouth Colony	1566-1643
Lord Baltimore (George Calvert)	Proprietor of Maryland Colony Member of Virginia Colony	1580-1632
John Colton	Puritan Minister & Author	1584-1652
Ann Hutchinson	Religious Leader Colonial America	1591-1643
Roger Williams	Clergyman - founded Rhode Island	1603-1683
Lord Baltimore (Cecil Calvert)	Founder of Maryland	1605-1675
William Penn	English Quaker Founded Pennsylvania	1644-1718
Cotton Mather	Intellectual & Religious leader in Colonial America	1663-1728
Brigham Young	Established Mormon Church in Utah	1801-1877
Joseph Smith	Founder of Mormon Church	1805-1844
Billy Sunday	Evangelist	1862-1935
Cardinal Spellman	Outstanding leader of Roman Catholic Church	1889-1967
Bishop Fulton Sheen	Roman Catholic leader	1895-
Cardinal Richard Cushman	Roman Catholic leader	1895-1970
Norman V. Peale	Protestant Clergyman and Writer	1898-
Billy Graham	Evangelist & Writer	1918-
Oral Roberts	Evangelist	

POLITICS

John Peter Zenger	Gained first major victory for freedom of the press	1697-1746
Benjamin Franklin	Inventor and Statesman	1706-1790
George Washington	First President	1732-1799
Thomas Paine	Pamphleter Agitator and Writer on Politics and Religion	1737-1809
Thomas Jefferson	Author of Declaration of Independence	1743-1826
Daniel Webster	Orator, Lawyer, Statesman	1782-1852
Oliver W. Holmes, Sr.	Writer of essays, poems, novels	1809-1894
Oliver W. Holmes, Jr.	One of least known American judges	1841-1935
Jacob Riis	Newspaperman & Social Reformer	1849-1914
Theodore Roosevelt	26th President	1858-1919
Alfred Smith	Governor of N.Y.S. 4 times	1873-1944
Franklin D. Roosevelt	32nd President - WWII - Served 4 terms	1882-1945
Jacob Javits	U.S. Senator from N.Y.	1904-
Nelson Rockefeller	Gov. of N.Y.S. 1958-1974	1908-
Samuel Stratton	State Senator	
John F. Kennedy	35th President - youngest man elected - assassinated Nov., 1963 1st Catholic elected (died at 46 years old)	1917-1963
Robert F. Kennedy	U.S. Attorney General U.S. Senator, Author assassinated 1968 (43 years old)	1925-1968
Any U.S. President		
Mayor of your area		

LITERATURE

Benjamin Franklin	"Poor Richard's Almanac"	1706-1790
Washington Irving	Writer of short stories and essays	1783-1859
James Fennimore Cooper	Novelist & Social Critic	1789-1851
H.W. Longfellow	Most famous American Poet of 1800's	1807-1882
J.G. Whittier	Poet	1807-1892
Edgar Allen Poe	One of America's greater poets, short story writers and literary critics	1809-1849
Mark Twain	Humorist & Author	1835-1910
Paul Lawrence Dunbar	Novelist & Poet	1872-1906
Robert Frost	Most popular American poet of his time	1874-1963
Jack London	Author of short stories, novels, plays, essays	1876-1916
Carl Sandburg	Poet & Biographer	1878-1967
Pearl Buck	Author - Nobel Prize for Literature - 1938	1892-1974
S.V. Benet	Writer - Pulitzer Prize	1898-1943
Langston Hughes	Poet and short story writer	1902-1967
Dr. Seuss	Cartoonist & Writer	1904-
Charles Shultz	Cartoonist	
Wm. Sydney Porter	Cartoonist O'Henry	

ART

Benjamin West	Artist	1738-1820
Gilbert Stuart	Artist	1755-1828
John J. Audubon	Naturalist & Author	1785-1851
James McNeill Whistler	Artist	1834-1903
Winslow Homer	Artist	1836-1910
Francis B. Carpenter	Artist	
John Singer Sargent	Painter	1856-1925
Frederick Remington	Painter, Sculptor, Writer	1861-1909
Rembrandt Reale	Artist	
Frank Lloyd Wright	Architect	1867-1959
Gutzon Borghum	Sculptor, planned and began Mt. Rushmore	1871-1941
Alex Caulder	Sculptor	
Grant Wood	Painter	1892-1942
Norman Rockwell	Illustrator	1894-
Andrew Wyeth	Painter	1917-

MUSIC

Francis Scott Key	Wrote words to "Star Spangled Banner"	1779-1843
Stephen Foster	Songwriter	1826-1864
John Philip Sousa	Composer & Bandleader	1854-1932
Victor Herbert	Composer & Conductor	1859-1924
Edward MacDowell	Composer & Pianist	1861-1908
Pablo Casals	Spanish Cellist	1876-
W.C. Handy	Composer & Bandleader	1873-1958
George M. Cohan	Actor, Director, Songwriter Playwrite	1878-1942
Irving Berlin	Songwriter	1888-
Paul Whiteman	Orchestra Conductor	1890-1967
George Gershwin	Composer of musical comedies and popular songs	1898-1937
Duke Ellington	Jazz composer, bandleader, pianist	1899-1974
Eugene Ormandy	Conductor	1899-
Marion Anderson	Singer	1902-
Benny Goodman	Clarinet player & Bandleader	
Leonard Bernstein	Conductor, Composer, Pianist	1918-
Steve Allen	Songwriter & Pianist	
Andy Williams	Popular Singer	
James Brown	Soul Singer	
Simon & Garfunkel	Popular Singers & Songwriters	
Sonny & Cher	Popular Singers	
Supremes	Singing Group	
Carpenters	Brother & Sister Singers	

CIVIL RIGHTS

Thomas Jefferson	3rd President	1743-1826
Dred Scott	Sued for his freedom before Supreme Court	
John Brown	Radical Abolitionist	1800-1859
Abraham Lincoln	16th President	1809-1865
Frederick Douglas	Spokesman for American Negroes in 1800's	1817-1895
Susan B. Anthony	Women's Suffrage Leader	1820-1906
Harriet Tubman	Negro leader in underground Railroad	1821-1913
Jacob Riis	Newspaperman & Social Reformer	1849-1914
W.E.B. DuBois	Helped found N.A.A.C.P.	1868-1963
Franklin D. Roosevelt	32nd President	1882-1945
Lyndon B. Johnson	36th President	1908-1973
John F. Kennedy	35th President	1917-1963
Cesar Chavez	Labor Union Organizer Mexican-American	1927-
Dr. Martin Luther King	Civil Rights Leader	1929-1968
Bella Abzug	Congresswoman from N.Y.	
Senator Montoya	Senator from Alaska	
Senator Inouye	Senator from Hawaii	
Senator Fong	Senator from Hawaii	

Introduction Activities

1. Poem "I hear America Singing" by Walt Whitman. (Poem included.)
   a. Play record or read poem.
   b. List all occupations in the poem.
   c. What does the poem mean to the children.
   d. Illustrate the poem.
   e. Listen to poem again and list more occupations and another meaning.
   f. Match the occupation listed with people they know.
   g. Choral reading and role play the occupations.
   h. Film-Land of Immigration CM-832 121
   i. Do choral reading and role play for other grades.
   j. Discuss new vocabulary terms.
   k. What jobs are no longer as popular.
2. Discussions of qualities -
   a. courage
   b. perserverance
   c. trustworthiness
   d. patience
   e. fortitude
   f. honesty
   g. initiative

Walt Whitman - 1800's writing about the builders of America.

I hear America singing, the varied
carols I hear,
Those of mechanics, each one singing
his as it should be blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work, or leaves off work,
The boatman singing what belongs to him in his boat, the deckhand
singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter
singing as he stands,
The wood-cutter's song the plow boys on his way in the
morning, or at noon intermission or at sundown,
The delicious singing of the mother,
or the young wife at work, or of the girl sewing or washing,
Each singing what belongs to him or her and none else.....

Vocabulary: blithe
carol
mason
hatter

2. a. Make a bulletin board, match words above with name or pictures of famous people. (more than one match)

2. b. Open ended stories--- to develop personal qualities of courage,honesty.....

1. What if you saw your friend break a window?
   a. Would you tell?
   b. What would you tell him?
2. What if you wanted a tennis racket for $10.00 and you had saved $8.50 and you saw a cheaper one for $3.98 made of plastic. What would you do?
3. What if you were a helper of slaves on the underground escaping north, would you feel you were breaking the law? Is it ever right to break the law?

Teacher may include others.

GUIDE SHEET - OUTLINE

Your report should include the following:

1. Name of famous American _____

2. Subject Area _____

3. Birth date _____ death _____

4. Place of birth _____

5. Period of time in history _____

6. Three important events that took place during this American's adult life:

   1. _____

   2. _____

   3. _____

7. Contributions made by this person _____

8. a. 4th Grade - Good personal qualities _____

   b. 5th & 6th Grade - Personal qualities of success _____

   _____

9. Other important facts _____

10. a. Why did you enjoy studying about this famous American?

    b. Why didn't you enjoy studying about this famous American?

11. Would you like to be his or her friend? Why or why not?

12. Why did your famous American choose this career?

    This report is to be made into your famous person booklet with: pictures, sketches, writings.

    5th & 6th Grade only -

13. What kinds of demands did your famous American have because of the period of time in which he or she lived?

14. 6th Grade - How would his or her career have been different if he or she had lived during our early history or today?

15. List of references used (by child)

    Author _____

    Title _____

    Publisher _____

General Activities

1. This activity is divided into groups of famous people in these areas.....
   - Science and Invention
   - Religion
   - Politics
   - Literature-Colonial/19th Cent./20th Cent.
   - Artists
   - Music
   - Civil Rights
   - Sports

   *Resources provided - Famous Americans Lists
2. Divide class into groups. The list could be divided into two groups and studied at 2 times or depending on class size done at one time. Suggested time, 2 weeks for research.
3. Children work from guide sheet - provided.
4. a. Collect pictures of famous American or his/her contributions.
   b. Make collages
   c. Bring in any object connected with the famous Americans.
5. Write to states for specific information on your Famous Americans.
6. Presentation
   a. An assembly program of famous Americans for entire school, parents..
      1. Skits of subject area
      2. Write songs
      3. Dress up
   b. Present or make speeches to class.
   c. Presentation to Senior Citizen Groups or other groups outside of the schools.
   d. Go into other classrooms
   e. Radio

f. T.V. Program - video taped

g. Bulletin Board display of famous American people.

7. Interview the famous American

8. "This is Your Life" program of famous American

9. Concentration Game-3X5 cards

NAME CONTRIBUTION

10. Pretend you are your famous personality.

11. "What if" you were "Ben Franklin" e.g. walked down Main St. and compare what you see from how you saw it when you were alive.

12. Time line for past 500 years along wall - help children make transition of parents ago to years ago.

Activities - Parents ago and years ago

If one parent ago is 30 years - how many parents ago is 100 years, 200 years, etc.

Mark the time line of parents ago or years ago. (Example given)

As a result of this activity the students should be able to identify how many years ago major events occurred and the time relationship between the founding and the development of each of the colonies studied.

13. Collages - save old magazines - Sunday newspaper suppliments for ideas.

14. Newspaper articles - you could cut out good-clear articles from local newspapers- use as guidelines.

15. Debates - present views

16. Role play

17. Diorama

18. Table scenes, use simple materials, e.g. Eli Whitney with his cotton gin.

19. Murals

20. Flannel board stories - draw pictures, write or tell one story

about a famous American

21. Box movies/or box radio ------ peep show

22. Mobiles (pictures representing various occupations)

23. Wall hanging

24. Puppets

25. Guessing games, riddles (20 questions-Who am I? Where did I live? What did I do? more questions)

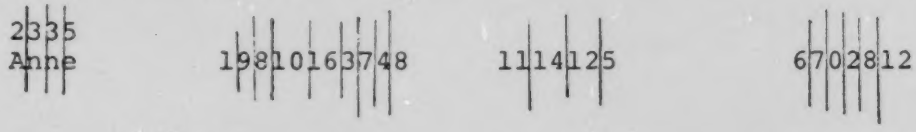
26. Tic Tac Toe - Child or teacher put any 9 names down, put x on man who was first president.

27. Picture- using scraps of material, felt, toweling, paper tissue, etc.

28. Take famous person e.g. - Thomas Jefferson - how many small words from this name can you make? (any famous American can be used)

29. Crossword puzzles child or teacher made

30. Word puzzles e.g. write question. Name a famous person and the colony then solve the problem to check answer. (Give each letter of the alphabet a corresponding number. Make a number code puzzle to answer each question.)



31. Make a transparency or filmstrip of famous characters.

32. Make a museum of famous people and their contributions.

33. Visit local historical societies.

34. Visit local historical sites.

a. Harriet Tubman-Auburn, N. Y.
b. Seward Mansion-Auburn, N. Y.
c. Canal Museum-Syracuse, N. Y.
d. Salt Museum-Syracuse, N. Y.
e. Fort Sault Ste.Marie-Syracuse, N. Y.
f. Fort Ontario-Oswego, N. Y.
g. Corning Glass-Corning, N. Y.
h. Smith Corona-Cortland-Groton, N. Y. (12 years or older)
i. County Historical Societies

35. Write a story about your famous American in which he or she uses a time machine. If yours is a twentieth century person the machine will go backward, if an eighteenth or nineteenth century person, go forward.

SPECIFIC OBJECTIVES FOR SUBJECT AREAS

Science and Inventions

1. Design and construct a model of an invention made by a famous American inventor. Show the model to the class stressing the following points:
    1. Materials used
    2. Method of Construction
    3. Its place in the development of our country.

2. Select a filmstrip about a famous American which he has researched and show it to the class.

3. Compare an invention from the past with its present day model showing the progression of improvements. Use a chart to show the information. (Example, sewing machine as invented by Howe with its present model.)
    1. Year of original invention
    2. Style
    3. Materials used
    4. Appearance (what it looked like then and now)
    5. Type of power used
    6. Other details

Specific Activity

Religion

1. Pretend you are your famous religious leader and give a speech on today's current trends-e.g. How would a New England Clergyman of 1800, suddenly transported into 1973 by a time machine, react to:
   a. Today's music
      church
      dress/clothing
      buildings
      movies/T.V./books
      laws/government
2. Build a model of an early church and today's church after field trip.
3. Research, draw, make churches of different colonies.
4. Field trips to old or new church in community.
5. Visit as many churches of as many denominations as possible.
6. Research Salem Witch Trials.

Politics

1. Re-enact the trial of John Peter Zenger.
2. Research First Womans Rights Convention in Seneca Falls. Write to chamber of commerce for more information.
3. Compare the Women's Platform of early Women's liberation to today's trends.
4. Do a "Meet the Press" show of members of the group working in Politics.
5. Visit a Court House.
6. Research religion of the presidents and compare why views have changed.

Al Smith, after a very successful term as governor of New York State, campaigned for the Presidency in 1928 but was unable to overcome religious prejudice, for he was a Catholic. People said at that time that it just proved a Catholic could never become President of the U.S. Yet in 1960 another Catholic, John F. Kennedy was elected. Why do you think Kennedy was successful, yet Al Smith was not?

Do you think a Jewish-American or black American will someday be elected president as John Kennedy was? Why or why not? How about a woman?

7. Presidential Games (commercial as well as Teacher made)
8. Research the 13th-14th-15th Amendments. Meaning and developments in Negro Rights.
9. Invite local politicians to the class to discuss their jobs, duties and how they are elected.
10. Write to your state representative for current trends of today's politics.
11. Invite your mayor to speak.
12. Harriet Tubman - Story and questions included.

Literature

1. Carl Sandburgs poem-"I am the People" discuss its meaning.
2. Collection of poems of different occupations.
3. Make book jackets and book markers representing your famous character.
4. Make a quill pen and use it.
5. Listen to records of selected poets, famous works.
6. Dramatize-Paul Revere, Legend of Sleepy Hollow.
7. Listen/read to Washington Irving's stories and identify those characteristics of hard work, initiative etc. List occupations

in these stories no longer practiced.

8. Read poems of famous black authors-James Wendell Johnson, Paul Lawrence Dunbar.

Art

1. Visit local art museums.
2. Borrow exhibitions of painting.
3. Invite a local painter to your class.
4. Visit local exibitions of art.
5. Present your own art show.
6. View painting of other eras and see what they show of life in America at that time.
7. Prepare a pictorial display of paintings that portray America and its leaders.
8. Folk Art- crafts of child to be presented

a. knitting	f. sculpture
b. embroidery	g. jewelry
c. painting	h. pottery
d. quilting	i. natural materials in pictures
e. weaving	j. mobiles
	etc.

9. Invite local professional people of the art cluster i.e.
   a. Architects
   b. Draftsmen
   c. Interior decorators, etc.
   d. Potters
   e. Glass blowers

Music

1. Learn songs and history representative of different time periods of American History i.e.

   Yankee Doodle
   Erie Canal
   John Henry
   *consult music department

2. Learn songs of occupations i.e."I Got a Hammer"
"I've been working on the Railroad"
3. Make up new words to familiar songs about their famous Americans.
4. Listen to period records (e.g. of Gay 90's etc.)
5. Play examples of the works done by your famous American.
e.g. George Gershwins -"Rhapsody in Blue"
6. Study Jazz and Blues, Dixieland music.
7. Children who play instruments could play pieces of American music.
8. Invite a local musician to your class.
9. Have music teacher explain different parts of the orchestra and instruments.
10. Write a letter to your T.V. favorite performer and ask for a picture and information (addresses in movie magazines)
11. Did you know many Negro spirituals were actually secret messages about the undergroud railroad? Find the hidden messages in
"Swing Low, Sweet Chariot"
"De Gospel Train"
"Down by the Riverside"
"O My Good Lord, Show Me the Way"

Cortland-Madison BOCES

Films

83210 Audubon and the Birds of America IJH

83281 Boone, Daniel - In America's Story IJ

8427 Cooper, James Fenimore J

83280 Lewis and Clark Journey IJ

83135 Lincoln, Abraham - Boyhood of PI

832188 Lincoln, Abraham - Nomination of IJ

832160 Robert McCloskey PIJS

82159 Maurice Sendak 14m. PI

832184 Tubman, Harriet - and the Underground Railroad IJ

83394 George Washington Part I IJS

832121 Land of Immigrants IJS

83375 Immigration J

831205 Invention in American Growth, Part I, 1750-1850 IJ

831206 Invention in American Growth, Part II, 1850-1910 IJ

FSR=Film strip record, R=Record only, SP=Study Prints

FSR	333-44	John Fitzgerald Kennedy
R	933-162	Abe Lincoln
R	933-153	Albert Schweitzer
R	933-188	Alexander Hamilton and Aaron Burr
R	933-190	Amos Fortune, Free Man
R	933-146	Andrew Carnegie
R	933-151	Ben Franklin of Old Philadelphia
R	933-167	Clara Barton
R	933-168	Commodore Perry
R	933-152	Daniel Boone
R	933-155	Edison, Thomas Alva
R	933-182	Fulton, Robert and the Steamboat
R	933-174	George Washington, Frontier Colonies
R	933-154	George Washington Carver
R	933-148	Jefferson, Thomas - Father of Democracy
R	933-147	John Paul Jones
R	933-172	Lewis and Clark Expedition
R	933-151	Lincoln and Douglas, Years of Decision
R	933-47	Best Loved Poems by Longfellow - Read by H. Holbrook
R	933-48	"Evangeline" and other Poems by Longfellow - Read by H. Holbrook
R	933-64	Mark Twain
R	933-183	Paul Revere and the Minutemen
R	916-57	"Rip Van Winkle" & "The Legend of Sleepy Hollow" (16 RPM) by Washington Irving

Tompkins-Seneca-Tioga BOCES

Films

Boyhood of Abraham Lincoln	MS 62
Boyhood of Thomas Edison	MS 63
Death of President Kennedy	MS 885
Hamilton, Alexander	MS 939
Irving, Washington	MS 673
Jackson, Andrew	MS 940
Jefferson, Thomas	MS 941
Life and Times of Teddy Roosevelt	MS 299
William Penn and the Quakers	MS 390
Franklin D. Roosevelt Part I	MS 443
Part II	MS 444
Twain's America Part I	MS 522
Part II	MS 523
Wilson, Woodrow	MS 575

Filmstrip Sets

Men of Thought - Men of Action

Films

Folk Songs of America's History	MS 170
Stephen Foster and His Songs	MS 176

Famous Americans Grades 4-6

Cayuga County

Abraham Lincoln	2MP6316
George Washington	2MP6317
Kennedy: What Is Remembered Is Never Lost	2MP6943
Midnight Ride of Paul Revere	IMP6243
Washington Crossing the Delaware	3MP6904
Colonial Life in the Middle Colonies	IMP6296
(mature) American Literature: Early American Period	IMP7001
The Civil War	IMK5005
First Americans	IMP7178
Eli Whitney	IMP6928
Land of Immigrants	2MP7109
Pioneer Journey Across the Appalachians	2MP7091
Plymouth Colony	2MP6293
Williamsburg: Story of A Patriot	4MP7268
Screen News Digest Films	
Vol. 6 - Issue 5 Death of President Kennedy	2MP6405
Vol. 6 - Issue 6 Portrait of President Johnson	2MP6406
Vol. 7 - Issue 3 America, The Melting Pot- Story of U. S. Immigration	2MP6503
Assoc. Press Special Report Sound Filmstrip Program	
Dwight D. Eisenhower Part I	2SF6721
Dwight D. Eisenhower Part II	2SF6721

Books

Explorers, Pioneers, the Past Bibliography

Andrist, Ralph K. and Editor of American Heritage The Erie Canal New York; American Heritage 1964

Cavanah, Frances, Our Country's Story; Rand McNally, 1962

Dines, Glenn, Overland Stage, New York; Macmillan, 1961

Rich, Louise Dickinson, The First Book of the Early Settlers, New York; F. Watts, 1959

Ahlschivede, Exploring the New World, Follett Publishing, New York 1959

Brown, Ralph Adams, Exploring with American Heroes, Follet, Chicago,1967

Scott, Foresman, Investigating Man's World, 1970

Leaders in the Fight for Human Rights

Give Me Liberty, Black Valor in the Revolutionary War. Thomas Fleming, 124 pps. Indexed Scholastic Book Services, 1971

Minorities: USA Finkelstein, Sandifer, Wright, Globe Book Co., Inc. 1971, 406 pps. Indexed

A Nation of Immigrants, John F. Kennedy

Faces of Freedom Myron Emanuel, 128 pps. Scholastic Book Service, 1971. Four Biographic- Crispus Attucks, sailor; Gabriel Prosser, revolutionary; Benjamin Banniker, scientist; James Forten, wealthy sailmaker.

Reference Books

Our Nation's Builders

Iris Vintonn
Charles E. Merrill Publishing Co.
A Bell and Howell Comp. 1968

Our Working World: The American Way of Life - Senesh SRA. 1973

The Social Sciences Concepts and Values p. 264 Harcourt Brace, 1970

Our Working World, Region of the United States, Senesh SRA, 1973

Literature of Colonial America - Children's Books

Books to read for pleasure and/or report

John Billington, Friend of Squanto by Clyde Bulla (easy)

Harper & Row Christmas on the Mayflower (easy reader)

Harper & Row Pilgrim Thanksgiving (easy reader)

I Sailed on the Mayflower-Pilkington (easy reader)

This Dear-Bought Land- Jean Lee Latham (harder)

The Witch of Blackbird Pond- Elizabeth Speare (harder)

Tituba of Salem Village - Petry (harder)

The Courage of Sarah Noble - Alice Dalgliash (easier)

The Cabin Faced West - Jean Fritz

You will find more books in your own libraries.

Evaluation

1. Write an essay on the personal qualities that have made men and women famous and revered throughout the ages. Use specific examples from your study.
2. Write or tape a story that illustrates one of the following:
   a. courage
   b. perserverance
   c. inventiveness
   d. honesty
   e. kindness
   f. trustworthiness
   g. patience
   h. fortitude
   i. initiative
3. Write or tape a story of 2 or more of the above qualities.
4. Directions: Read the following short biographies of some famous Americans and indicate on the lines below each, what personal qualities you think the persons showed. You may choose from the included list. (You may not use all of these) courage, bravery, initiative, persistance, patience, trustworthiness, foresightedness.

   1. Abraham Lincoln was born in extreme poverty in a log-cabin; lost his mother when he was about nine years old; attended school only a few months as a youngster, but read everything he could get his hands on. He was elected to the Illinois legislature in 1834; elected to United State House of Representatives in 1847-1849; he was defeated for the Senate in 1858 but nominated for the Presidency in 1860.

Immediately upon his election the southern states seceded from the Union and the Civil War began. He suffered more abuse than any other President who ever served in the government.

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2. The Wright Brothers (Orville and Wilbur). In 1895 they established a successful bicycle factory. They studied aeronautics and engineering and in 1900 built their first glider. They experimented for two years and eventually designed an engine that would propel a plane. On December 17, 1903, they made the first successful powered flight.

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3. Lou Gehrig, often called the "Iron Horse" signed to play baseball with the New York Yankees in 1925. When he was forced to retire in 1939 because of illness, he had set the fantastic record of playing in more than 2000 consecutive games and seven World Series. Crippled by a serious disease, he continued to help boys and girls until his death in 1941. (Think of how you feel sometimes and consider his 2000 game record).

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4. Charles Lindbergh in 1927, flew a monoplane (single-engine, single-wing plane) alone across the Atlantic Ocean between New York and Paris. This 33 hour feat was the first non-stop flight across the ocean. Following his return to the United States he was honored with a ticker-tape parade up Broadway, and became a national hero. In 1929 he was married and in 1932, the Lindbergh's baby son, two years old, was kidnapped for ransom and found murdered. To escape further

publicity the family moved to Europe where he was later accused by Americans of being a traitor for his association with the Nazis and his desire to see a one-world government. During World War II he was a consultant for aircraft firms in the United States and then retired until the 1970's when he bacame a leading spokesman for conservation and ecology.

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5. Alvin York, World War I hero who became known as Sergeant York, was said to have achieved the greatest feat of any soldier in all the Armies of Europe. He was a farm lad from Tennesee who in 1918 single-handedly killed 25 Germans and captured 130 others in the Battle of the Argonne.

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6. "Grandma"Moses, United States painter. In her late seventies with her hands crippled from arthritis, she began painting farm scenes and country landscapes. With no formal training she developed her own style, know as "modern primitive." Her paintings are well known and sell for large sums of money today.

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5. Match at least two occupational clusters with each of the following famous people and state an example of a contribution in each cluster.

Example - John F. Kennedy

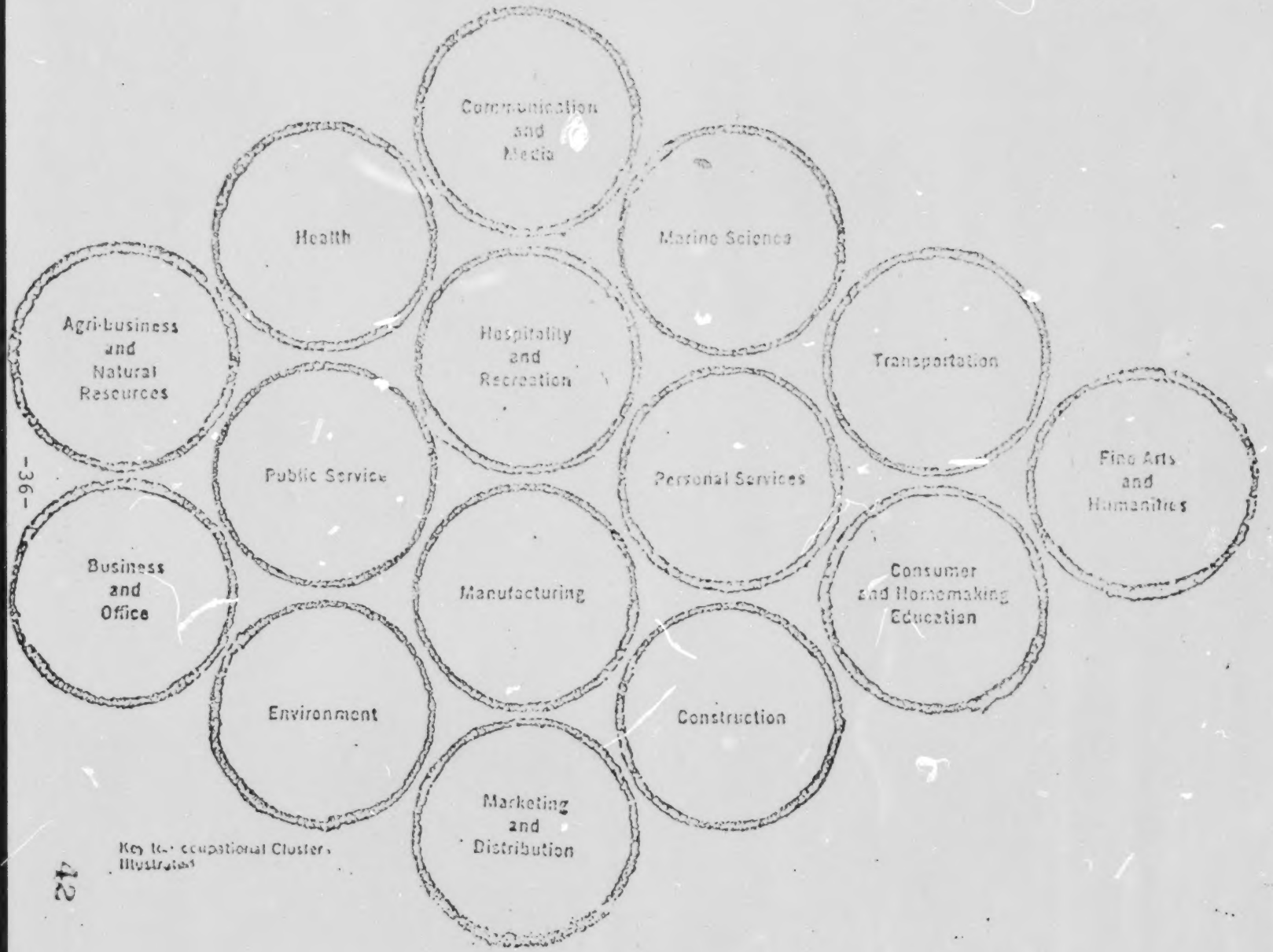
Public Service, President of USA

Communication - Author
Profiles in Courage

Name	Cluster	Contribution
Thomas Jefferson		
Alexander G. Bell		
Benjamin Franklin		
Roberto Clemente		
William Penn		
Jacob Riis		
Pearl Buck		
Martin Luther King, Jr.		

Note: This is a suggested list. You may use those famous Americans which you have studied in you class.

OCCUPATIONAL CLUSTERS



Key to occupational Clusters Illustrated

6. You are part of an on going tradition following in the footsteps of such famous Americans as George Washington, John F. Kennedy, Amelia Earhart, Clara Barton etc. The year is 2003 and you are a famous American. Write an auto-biography, at least one page long stating:

   a. Who are you?

   b. What are you famous for?

   c. What are your outstanding personal qualities?

   d. What are your contributions to humanity?

   e. Are you happy?

...tory of the Finger Lakes

Harriet Rose Tubman
Valiant Freedom Fighter

From the Cortland Democrat
July 26, 1973

Auburn, N. Y. — The remarkable, many - faceted story of Harriet Tubman is one that adds luster to the history of the Finger Lakes Region. A state Blue & Gold historical maker draws attention to the Harriet Tubman Home 180 South St., Auburn. The house, a simple white dwelling, was not Harriet's home but a place which she used as a refuge for needy and aged blacks. Her own home was on adjacent property now privately owned.

The life of Harriet Rose Tubman is a parcel of stories, not just one. "There's two things I've got a right to and those are Death or Liberty. One or the other I mean to have. No one will ever take me back alive."

With these words Harriet Tubman in the year 1849 turned her face toward the North Star and freedom. She was about 29 years old. Put out to slave labor at the age of five, she had suffered cruelty, hunger and permanent injury. Her decision to go was made after a warning that she was to be sold down the River.

For the rest of her life, which was packed with dangerous and history-making exploits, she never hesitated to face the choice between death or liberty. It is a surprise to learn that she was only about five feet tall and that at 19 she was a match for the strongest man on the plantation. She could "lift barrels of produce and throw a loaded stoneboat as an ox." Her strength stood her in good stead in the years that she was "conductor" on the underground railroad and later in her service as spy, nurse and guerrilla raider during the Civil War.

Harriet Ross was born about 1820 in Dorchester County, Maryland. To the end of her days she was unable to read or write. Her first real taste of slavery came when she was five and was taken to "the mansion" to work. She had never been in a big "white folks" home and because she was bewildered that first morning, the irate mistress mercilessly whipped her about the face and neck four times before breakfast. A baby five years old!

When she was six, she was taken 10 miles from her home where an attempt was made to teach her the weaver's trade, but Harriet did not take to indoor work. She rebelled from the start and longed to be out in the fields. She went from one place to another, the changes usually punctuated by her need for recovery from whippings or near-starvation at the hands of her overseers. By the age of 12 or 13 she had her way and from then on continued as an outdoor laborer.

In her early teens she received an injury that marked her for the remainder of her life. She refused to assist in tying up a slave for whipping. The slave bolted and the overseer threw a two-pound weight at him which missing its mark struck Harriet a crushing blow on the head. For weeks she lay in the corner of her cabin sleeping or repressing any sign of pain. Her owner tried to sell her but with no luck. She became subject to periods of somnolence, an affliction which never left her but she did eventually regain her physical strength.

Her marriage in 1844 to John Tubman no doubt delayed her plans to escape to freedom. Tubman was a free Negro but that did not exempt Harriet. It is reported that she cherished an abiding love for Tubman who cared little for her and quickly married another woman after Harriet's escape. She discovered it when she risked her life to come back to pilot him North.

It was in 1849 when Harriet learned that she was to be sold into the Deep South. It was then she made her choice. Guided only by the North Star for much of her perilous journey and aided by friends of the "underground" she at last reached the Pennsylvania line.

She later said, "When I found I had crossed that line, I looked at my hands to see if I was the same person. There was such a glory over everything. The sun came like gold through the trees, and over the fields and I felt like I was in Heaven."

Harriet's most complete biographer, Earl Conrad, says in his book "HARRIET TUBMAN," "It has often said that she made 19 trips into the slave country but the meaning of this enormous enterprise has been hidden in the lack of illustration. A trip into the slave territory and the kidnapping of a band of blacks was no less than a military campaign, a raid upon an entrenched and an armed enemy."

Between these expeditions to free others Harriet worked as a cook to earn the necessary funds for such a venture. In her 19 trips she led more than 300 blacks to freedom. She was harassed by the Fugitive Slave Law which necessitated taking her charges through New York State into Canada. It is reported that at one time $40,000 was not too high a price for Maryland slaveholders to offer for Harriet's capture. She never lost a person on any trip nor was she ever captured.

At a public meeting Harriet once said, "I was a conductor for eight years. I never ran my train off the track and I never lost a passenger."

By the mid-1850's Harriet was being called "Moses" by the grateful slaves she led to freedom and by the many men and women who helped her and who were constantly amazed by her endurance, strategy and wisdom. Her discipline was strict and she maintained complete authority even at gunpoint on occasion.

She is the only American woman to whom Queen Victoria ever presented a medal. In recognition of Harriet's heroism, the Queen sent her a Diamond Jubilee medal and invited her to come to England. Harriet later said the "letter was worn to a shadow so many people read it."

Harriet came to Auburn in 1857 to settle her parents there after she had rescued them. It became her permanent home through the friendship and encouragement of William H. Seward, then governor of New York State.

Then came the Civil War and Harriet was first plunged into nursing duties with the Union Army in the South where she acquired a reputation for her skill and ingenuity. Before long her services in espionage became a permanent need of the high command for she knew much of the countryside like no one else. Conrad wrote of this period, "Official records give Colonel James Montgomery formal credit for engineering the guerrilla operations that summer of 1863 . . . but the leadership of his most celebrated raid, the Combahee, has been attributed undisputably to Harriet." The raid consisted of going up the Combahee River with gunboat to remove torpedoes placed by the enemy, to inflict property damage and to bring away slaves if this were possible. More than 750 slaves were brought away and from the raid the Confederacy took a loss estimated in millions of dollars. The Combahee raid still remains the only military campaign in American history planned and led by a woman.

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From the Cortland Democrat
July 26, 1973

meager to say the last. The war over, she headed for Auburn, exhausted and eager to be home. Boarding a northbound train, she met opposition from a conductor who refused to recognize her military documents and had her brutally and thrown into the baggage car. She never recovered from the brutality and it is said "the spiritual wound remained for the rest of her life."

Harriet was now about 50, badly hurt from the railroad incident, worn out and penniless. Who could have predicted that she would live another half-century? She married again and not until the death of her husband and the grant of relief to widows of Civil War veterans did Harriet receive any bid from a grate ful" government. She finally got $8 a month which several years later was increased to $20 by an act of Congress

Harriet died March 10, 1913 and was buried with full military rites in Fort Hill Cemetery, Auburn, where her grave may be visited.

The foregoing account merely scratches the surface of Harriet Tubman's remarkable story and its influence on the course of events of her time.

Currently the Tubman Home is in a period of transition. A few of "Aunt Harriet's" relics may be seen there — her bed, lamp and Bible in particular. There are some interesting photographs of Harriet and her family, other mementoes and a small collection of books. Although in no sense a museum at this point, visitors are welcome daily from 11 a.m. to 5 p.m. if the Rev. G. H. Carter Sr. is there or if previous arrangements have been made by either individuals or groups. Telephone 315-253-2621.

The property is owned by the African Methodist Episcopal Zion Church to which it was willed by Harriet. The house was closed during 1970-71 but now is undergoing considerable repair and there are plans to make it once again a home for the elderly and for expansion of other facilities on the property.

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Harriet Tubman

Read the July 26th story of Harriet Tubman and answer the following questions:

1. How many trips did Harriet Tubman conduct?
2. How many people did Harriet bring north?
3. What was Harriet's nicknam?
4. What is an overseer?
5. What does somnolence mean? How might this affliction affect her job as a conductor ont the Underground Railroad?
6. What was the "Underground Railroad"? Draw example of possible "stations" a conductor might stop at. Do you know any places in your neighborhood that were actually used as stations on the"railroad"?
7. Name some qualities of Harriet Tubman's personality that you consider noble and state your reasons why.
8. What does the line, "in the year 1848, she turned her face toward the North Star and freedom" mean?
9. What did Harriet mean when she said, "I was a conductor for eight years, I never ran my train off the track and I never lost a passenger."
10. What do these lines mean: "When I found I had crossed that line, I looked at my hands to see if I was the same person. There was such a glory over everything, The sun came like gold through the trees, and over the fields and I felt like I was in Heaven."
11. Look up the Fugitive Slave Law. What provisions made it dangerous for Harriet's work?
12. How much money was offered for her capture?
13. Why was William H. Servard important during the Civil War?

14. Where is Harriet Tubman's grave?

Discussion Questions

1. What was the economic affect on the south of Harriet's taking so many slaves to the north?
2. Why was a trip into slave territory and the kidnapping of a band of blacks like a military campaign into enemy camp?

Vocabulary Words : Children should look up the meaning of these words as they pertain to the context.

many-faceted	cherished
luster	perilous
refuge	enterprise
adjacent	campaign
parcel	entrenched
exploit	venture
stoneboat	fugitive
good stead	strategy
guerilla	ingenuity
bewildered	espionage
irate	undisputably
punctuated	meager
bolted	
repressing	
affliction	

HALL OF FAME FOR GREAT AMERICANS

In 1900, the Hall of Fame for Great Americans was established by Dr. Henry Mitchell MacCracken of New York University to honor distinguished Americans whose lives reflect the highest ideals of American Culture. The public may nominate any citizen who lived in the U. S. and who has been dead for at least 25 years. Election requires a majority vote of the College of Electors, comprising approximately 120 U. S. men and women of distinction. A maximum of seven new names may be chosen at the elections which are held every three years. A bronze protrait bust of each elected candidate and a plaque inscribed with some of his or her significant statements line an open-air colonnade that winds around three university buildings. The following have been inducted into the Hall of Fame:

AUTHORS
George Bancroft
William Cullen Bryant
Samuel Langhorne Clemens
(Mark Twain)
James Fenimore Cooper
Ralph Waldo Emerson
Nathaniel Hawthorne
Oliver Wendell Holmes
Washington Irving
Sidney Lanier
Henry Wadsworth Longfellow
James Russell Lowell
John Lothrop Motley
Thomas Paine
Edgar Allan Poe
Francis Parkman
Harriet Beecher Stowe
Henry David Thoreau
Walt Whitman
Johh Greenleaf Whittier

EDUCATORS
Mark Hopkins
Mary Lyon
Horace Mann
Alice Freeman Palmer
Sylvanus Thayer
Booker T. Washington
Emma Willard

THEOLOGIANS
Henry Ward Beecher
Phillip Brooks
William Ellery Channing
Jonathan Edwards
Roger Williams

BUSINESS, PHILANTHROPISTS
Peter Cooper
George Peabody

REFORMERS
Susan B. Anthony
Jane Adams
Lillian B. Wald
Frances Elizabeth Willard

SCIENTISTS
Louis Agassiz
John James Audubon
Josiah Willard Gibbs
Asa Gray
Joseph Henry
Matthew Fontaine Maury
Albert Abraham Michelson
Maria Mitchell
Simon Newcomb

PHYSICIANS, SURGEONS
William Crawford Gorgas
William Thomas Green Morton
Walter Reed

ENGINEERS, ARCHITECTS
James Buchanan Eads

INVENTORS
Alexander Graham Bell
Thomas Alva Edison
Robert Fulton
Elias Howe
Samuel Finley Breese Morse
George Westinghouse
Eli Whitney
Orville Wright
Wilbut Wright

MILITARY
David Glasgow Farragut
Ulysses Simpson Grant
Thomas Jonathon "Stonewall" Jackson
John Paul Jones
William Tecumseh Sherman

LAWYERS, JUDGES
Rufus Choate
Oliver Wendell Holmes, Jr.
James Kent
John Marshall
Joseph Story

STATESMAN
John Adams
John Quincy Adams
Henry Clay
Grover Cleveland
Benjamin Franklin
Alexander Hamilton
Patrick Henry
Andrew Jackson
Thomas Jefferson
Abraham Lincoln
James Madison
James Monroe
William Penn
Theodore Roosevelt
George Washington
Daniel Webster
Woodrow Wilson

Put a check-mark before the names of those people you know.

ARTISTS, MUSICIANS, ACTORS
Edwin Booth
Charlotte Saunders Cushman
Stephen Collins Foster
Edward Alexander MacDowell
Augustus Saint-Gaudens
Gilbert Charles Stuart
James Abbott McNeill Whistler

MISSIONARIES, EXPLORERS
Daniel Boone

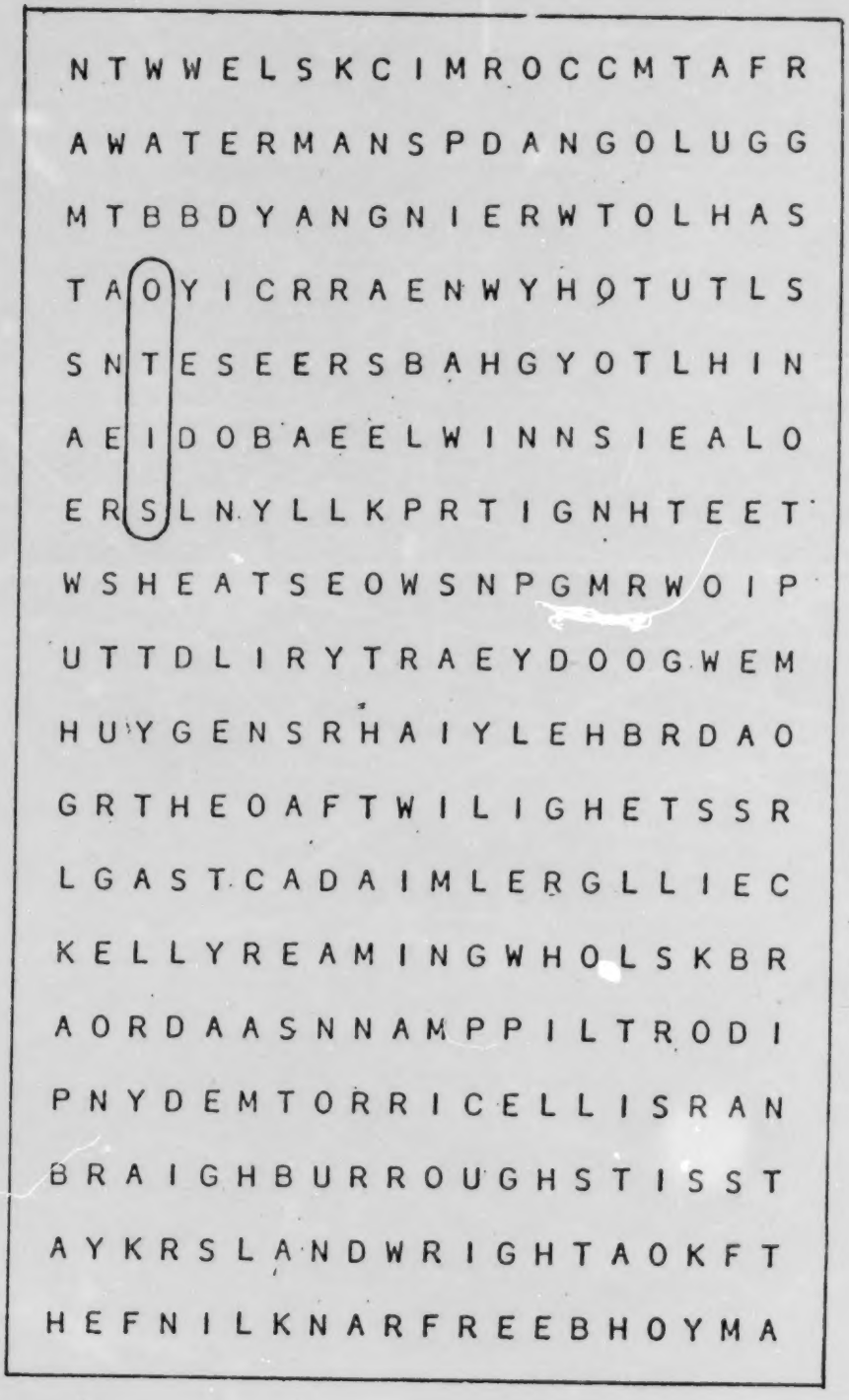
After reading this list, and completing your unit, see if you can nominate at least one person in each category whom you think should be in the Hall of Fame. (You may disregard the 25 year limit) Give a reason why you nominated the person you chose.

INVENTORS

In addition to the lightening rod, Benjamin Franklin spent 20 years achieving the first bifocal lens!

PUZZLE 1

BAIRD
BELL
BURROUGHS
CARTWRIGHT
COLT
CROMPTON
DAIMLER
DIESEL
EASTMAN
EDISON
FARADAY
FRANKLIN
FULTON
GALILEI
GATLING
GOODYEAR
GUTENBERG
HOWE
HUYGENS
KAY
KELLY
LIPPMANN
MARCONI
MCCORMICK
MORSE
NOBEL
OTIS
SIKORSKY
SPERRY
STURGEON
TORRICELLI
WALKER
WATERMAN
WATT
WHITNEY
WRIGHT


NTWWELSKCIMROCCMTAFR
AWATERMANSPDANGOLUGG
MTBBDYANGNIERWTOLHAS
TAOYICRRAENWYHOTUTLS
SNTESEERSBAHGYOTLHIN
AEIDOBAEELWINNSIEALO
ERSLNYLLKPRTIGNHTEET
WSHEATSEOWSNPGMRWOIP
UTTDLIRYTRAEYDOOGWEM
HUYGENSRHAIYLEHBRDAO
GRTHEOAFTWILIGHETSSR
LGASTCADAIMLERGLLIEC
KELLYREAMINGWHOLSKBR
AORDAASNNAMPPILTRODI
PNYDEMTORRICELLISRAN
BRAIGHBURROUGHSTISST
AYKRSLANDWRIGHTAOKFT
HEFNILKNARFREEBHOYMA

51

AMERICAN HALL OF FAME

Non-New Yorkers may not know that this majestic colonnade honoring noteworthy Americans, is located on the campus of New York University.

PUZZLE 13

ADAMS
ANTHONY
AUDUBON
BEECHER
BELL
BOONE
BOOTH
CLAY
CLEMENS
CLEVELAND
COOPER
EDISON
EMERSON
FRANKLIN
GRANT
HAMILTON
HENRY
HOLMES
IRVING
JACKSON
JEFFERSON
JONES
LEE
LINCOLN
LONGFELLOW
MADISON
MANN
MONROE
MORSE
PAINE
PENN
POE
REED
ROOSEVELT
SHERMAN
STOWE
THOREAU
WASHINGTON (Booker T.)
WASHINGTON (George)
WEBSTER

B H E N R Y N E C B E L N O S K C A J L

N O N V I N G O Y O O T O O L T O N E G

A A C A E N O T A S T O P T M O O E C N

M E Y P G P O V N O T G N I H S A W L R

R R N M E B O O T H E A J E N T E F E R

E M E R S O N H H E R I E N D B S H V I

H A S P S W O E O G D E F S S W C H E C

S D R R I R V I N G H A F T V E E A L L

T I O H E F L O Y W S R E S E G O A A W

I S M A U D U B O N K R R B P E Y H N O

A O U D N N T U E R N S S M O E A R D L

N N T I O A R M S L E P O L E M I T S L

R O O S E V E L T N L N N D I E C M E E

I V I E R L E A O D R I O L B L A C N F

K D B I C V D J R O E R T L A D U I N G

E C D R H O L M E S C O H I A N A G F N

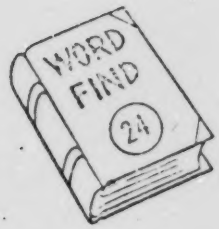
B A N I L K N A R F N L U K C P L O V O

O W A S H I N G T O N I C N L O C N I L

A TIME LINE BASED ON "PARENTS AGO"

	(You)	1973
		1963
		1953
(One parent ago)	(Father)	1943
		1933
		1923
(two parents ago)	(Grandfather)	1913
		1903
		1893
(three parents ago)	(G.Grand)	1883
		1873
		1863
(four parents ago)	(G.G. Grand)	1853
		1843
		1833
(five parents ago)	(G.G.G. Grand)	1823
		1813
		1803
(six parents ago)	(G.G.G.G. Grand)	1793
		1783
		1773
(seven parents ago)	(G.G.G.G.G. Grand)	1763
		1753
		1743
		1733
(eight parents ago)	(G.G.G.G.G.G. Grand)	1723
		1713
		1703

To help children relate events on a time line to their own particular family. It might make a time line more relevant to them. Example- How many parents ago was the Civil War? the Revolutionary War? the invention of the sewing machine? etc.



VERY FAMOUS FOLKS

41 famous people from Biblical times to the present have temporarily stepped out of the limelight. See how many you can discover and bring into the public eye.

1. BACH
2. BARRYMORE
3. BRAHMS
4. BRONTE
5. CATO
6. CHURCHILL
7. CLEOPATRA
8. CURIE
9. DA VINCI
10. DICKENS
11. DISNEY
12. DISRAELI
13. EISENHOWER
14. FRANCO
15. FRANKLIN
16. FREUD
17. GABLE
18. GALEN
19. GALILEO
20. GARBO
21. GUEST
22. IBSEN
23. JEFFERSON
24. JENNER
25. KEY
26. LIVINGSTONE
27. LONGFELLOW
28. MARX
25. MILTON
30. MOSES
31. NAPOLEON
32. NERO
33. OVID
34. PASTEUR
35. PLINY
36. SHAKESPEARE
37. TEASDALE
38. TENNYSON
39. THACKERAY
40. VERDI
41. WASHINGTON

W B M B Y X T J R U E T S A P S

J A O R E G G U E S T L Y M H N

E S S A N P A W O F I F E A Q A

N D E H S L R L V V F R K R Z P

N I S M I I B Z I B S E N X R O

E C C S D N O N D L S U R E Q L

R K D C Q Y G Q E P E D W S W E

Y E A A H S X T E R X O A G O O

A N V T T U N A O Q H Z R A L N

R S I O Z O R M Z N C X T B L Q

E V N L R E Y C E X A G A L E N

K E C B K R Z S H Z B Q P E F E

C R I K R N I X M I L T O N G I

A D X A T E A S D A L E E E N R

H I B I L E A R S I D L L R O U

T E N N Y S O N F R A N C O L C

Sen. Inouye Has Spent His Lifetime

Overcoming Obstacles

WASHINGTON (AP) — Born in a Chinese ghetto in Honolulu, severely wounded in combat in World War II and a self-starter in politics, Daniel Ken Inouye has spent his lifetime overcoming obstacles. But he claims that he never felt handicapped.

After 14 years in the Congress, the last 11 in the Senate, the 48-year-old Democrat from Hawaii has recently gained the attention of the nation as a member of the Senate Watergate committee.

It is not his first national public exposure. Inouye was the keynote speaker at the 1968 Democratic National Convention and briefly figured as a possible vice presidential candidate until, according to aides, he discouraged the idea.

And the incident last week, when an angry defense lawyer in the Watergate hearing caustically referred to Inouye as "that little Jap," wasn't the first time he has faced racial prejudice.

A first generation American whose laborer-father had emigrated to Hawaii from Japan at the age of four, Inouye was 17 at the time of Pearl Harbor and remembers that day—the Japanese planes overhead, the antiaircraft guns, and the hours he spent working in a first aid station taking care of the wounded.

Japanese Americans in Hawaii were not subjected to the same panic-nurtured prejudice that sent thousands in California to internment camps, but for several years they were not permitted to serve in the armed forces.

When that barrier finally was lifted, Inouye was among the first volunteers, and wound up as a member of the Army's 442nd Regimental Combat Team, the all-Nisei "Go For Broke" unit that won more decorations than any other in World War II.

Starting as a private and later earning a battlefield commission, Lt. Inouye was wounded in northern Italy a few weeks before V-E day. He came home without his right arm, but with the Distinguished Service Cross, the second highest medal for valor.

His ambition to become a surgeon shattered, Inouye turned to law and entered politics as a member of Hawaii's Territorial House of Representatives where he became majority leader.

After statehood in 1959 he became Hawaii's first congressman and the first Japanese American ever elected to Congress.

He tells the story of how House Speaker Sam Rayburn of Texas described himself as "th best-known man in Washington" and told Inouye that he would become the second best-known because, as Rayburn explained it: "There are not too many one-armed Japanese congressmen."

With a popularity that has seen him win as much as 83 per cent of the vote in his home state, Inouye has served in the Senate since 1962. He serves on the regular committees on Appropriations, Commerce and the District of Columbia.

Maintaining a home in Hawaii where his wife, Maggie, and their son, Daniel Jr., spend most of their time, Inouye also has a home in Bethesda, Md., a Washington suburb.

He plays the piano—better than many people with two arms, he says—and also shoots

****

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

CAREER EDUCATION

COME FLY WITH US

GRADES 4-6 SOCIAL STUDIES

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

"COME FLY WITH US"

Career Clusters

Construction

Environment

Marketing and Distribution

Business

Manufacturing

Career Elements

Beginning Competition

Career Awareness

Self-Awareness

Economic Awareness

Decision Making

Attitudes and Appreciation

TABLE OF CONTENTS

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FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

PROFESSIONAL PROJECT STAFF

Curriculum K-8 Task Force Members

David Ball	DeRuyter Central School
Gloria Dellow	McGraw Central School
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Doris Mengel	Groton Central School
Connie Reinhart	Lansing Central School

MODULE REVISION COMMITTEE

Theresa Gay	Homer Central School
Judy Nolan	Lansing Central School
Patricia Gilfoyle	Homer Central School
Dorothy Gollner	McGraw Central School

Illustrations by Robert Gerlach, South Seneca Central School

Main Goal--To study the job clusters of: Construction and Environment, Business, Marketing and Distribution, and Manufacturing through the science and math approach.

Specific Objectives--As a result of this unit the 6-7 or 8th grade students will:

1. Prepare and develop a marketable product.
2. Participate as a contributing member of the class developed corporation.
3. Explain the function of a corporation.
4. Write an evaluation of the class developed corporation in ralation to:
   a. profit
   b. management
   c. labor
   d. safety
   e. practicality of end product
   f. saleability and quality of end product
5. Explain the assembly line process, its advantages and disadvantages.
6. List the title and function of the different departments of a corporation.
7. Define a company and compare its organization with that of a corporation.

Specific objectives for Primary Grade involved. As a result of this unit the child will:

1. Assemble a bird house from a kit.
2. Develop a bird booklet containing pictures, stories and poems of birds.
3. Compare a seed eating bird with an insect eating bird as to bill, nest, egg and migrating habits.

4. Identify the tools used in construction.
5. Be able to correctly write a thank-you letter.
6. Explain the sequence used in assembling the bird house.

A Kindergarten child will:

1. Identify a birdhouse orally.
2. Tell what it is used for.

Note To Teacher

This unit may be approached in three separate ways; or a combination of each.

a. A study of birds.

b. A corporation set-up.

c. A bird study and a hands-on sharing experience with younger children.

Expansion:

a. A study of birds deals with parts, types, characteristics, and migration of birds.

b. A corporation set-up deals with the planning, manufacturing, selling and a profit-making project consisting of a bird house kit. (This is a suggested craft. Any other class suggested project could be developed using the same procedure.)

c. The bird study and a hands-on-sharing experience with younger children deals with the 6th, 7th, or 8th grade doing a bird study and developing bird house kits that they would give and aid in assembling with a younger class of the co-operating teacher.

Suggestions to the teacher:

1. Assess the entire unit.
2. Decide which aproach or approaches is most applicable to your class or that you wish to use.
3. If"c" approach is used, consult with a primary teacher who would cover a bird study.

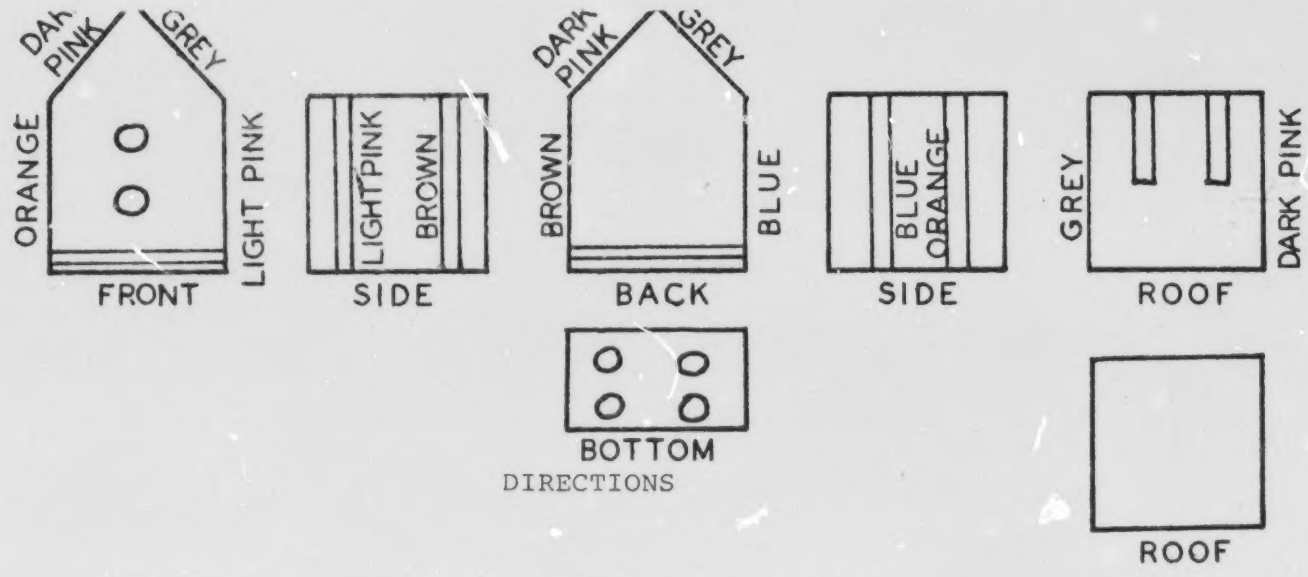
This unit can be taught to the whole class or it can be an independent project for one or more interested students.

SKILL TO BE TAUGHT OR REVIEWED

Intermediate Science	Primary Science
1. Catagorizing	1. Observation
2. Graphs	2. Listening
3. Identification of birds	3. Categorizing
4. Identif. of bird parts	4. Identification of colors
	5. Identification of birds
	6. Identification of bird parts

Intermediate Construction	Primary Construction
Economic Principles	Hand Manipulation
Language Arts	Eye-Hand Coordination
Oral Reports	Mathematics
Listening Skills	Penmanship
Measurement	Letter Writing
Art	Writing
Math (all basic processes)	
Problem solving	

Copy of bird house plan that could be used.



DIRECTIONS

1. Match light pink front with light pink side.
2. Match brown side with brown back.
3. Slide bottom into grooves. (Make sure it fits right)
4. Match blue back with blue side and orange front with orange side.
5. Nail front, back, and sides together where nail marks are.
6. Take one roof piece matching grey and dark pink. Do the same thing with the other roof piece
7. Nail roof where nail marks are.
8. Cut dowel 2 inches long. Place in small hole.
9. Paint your birdhouse and take it home.

This is an example, expecially of the color coding of the parts to help primary students in assembling.

ACTIVITIES

Activities for teacher:

1. Explain the project to the class.
2. Make arrangements for a field trip to one of the suggested:
    a. Sap Sucker Woods (Cornell University Ornithology Dept.)
    b. Montezuma Wildlife Refuge
        1. Plan the groups - divide children
        2. Get chaperones
        3. Review the trails and time allocated

Activities for pupils:

1. Make a study of birds
    a. Anatomy of a bird
    b. Egg (size, color, shape)
    c. Nests (sizes, shapes, materials)
       Make a collection of abandoned nests
    d. Types of birds most common to Eastern U.S.A.
    e. Main foods
1. View films, filmstrips, study prints.
2. Find information in magazines and books.
3. Listen to bird records.
4. Write poems about birds.
5. Invite local bird watchers to the class.
6. Make a bird book - color dittos, pictures and drawings.
7. Make collages.
8. Use bar and line graphs to show:
    a. Number of specific birds of the area
    b. Numbers of birds seen

9. Make a study of extinct and endangered species.

10. Find out about protection laws from a game warden, ranger or other qualified person.

11. Raise pheasants

    a. Keep a growth chart

    b. Keep a time chart

    c. Make development sketches

2. A Corporation Set-up

Study of Bird Homes

a. Invite a shop teacher, carpenter, or shop student in to discuss tools, their use, their safety, materials used, etc.

b. Invite carpenter to discuss his job and on-the-job safety.

c. Invite a member of the community in industry to tell how to set up an assembly line.

d. Invite a member of Junior Achievement to explain how to set up a corporation - contact JA of Ithaca, Cortland County Alan Pabst, 749-3024 (J.A. is a non-profit independent program sponsored by business and industry)

e. Plan on design and size of bird houses and number to be made.

f. Set up a Corporation

    1. Find out cost of materials

    2. Divide the cost

    3. Figure out cost of <u>one</u> share

    4. Select treasurer and finance committee

    5. Select a stock broker to sell stock certificates

6. Print stock certificates
7. Sell shares to classmates, parents, and others
8. Appoint committee to purchase materials
9. Committee to borrow tools
10. Set up committee for quality control, safety, and over-all production.
11. Set up an assembly line to make and assemble bird house kits
    a. Cutters
    b. Sanders
    c. Color coders (magic markers) to code the pieces of the kit to aid in assembly
    d. Kit assemblers
12. Develop the assembly kit direction sheet.
13. Invite someone in to discuss advertising techniques
14. Invite someone in to discuss how to sell a product
15. Set up a committee for advertising
16. Finance committee will set price of product
17. Sell product
18. The treasurer keeps track of money coming in
19. Finance committee meets to:
    a. Pay all bills
    b. Determine profits
    c. Distribute profit to share holders
20. Evaluation of project to state advantages and disadvantages of the methods used.

Other people that might be invited to the class:

3. Visit a bank to observe its operation

a. Bankers

b. Stock holders

c. Auditors

d. C.P.A.

e. Finance Officer

f. Personnel Manager

g. Lawyer (Corporate) to discuss patents

h. Stock broker

4. A bird study and a hands-on-sharing experience with younger children.

Primary and Intermediate

a. Bird study as developed in section A. according to the needs of the children. Both primary and intermediate children should make a study of birds.

b. 6th, 7th, or 8th Activities-make and develop the bird house kits as structured in section B.

c. 6th 7th, or 8th grade children could give lessons of their study on birds to the younger children.

d. 6th, 7th, or 8th grade children could accompany the younger children on a field walk for a bird search.

e. Older children (6th, 7th, or 8th) could read stories or show a film or filmstrip on birds to the younger children.

f. Older children could develop bird identification or bird games for the younger children.

g. Older children make kits, using suggestions for obtaining materials and design procedures as stated in section B.

h. Older children will assist small group of younger children in making the bird houses.

i. See lists of invited guests.

j. Primary-See bird study activities most beneficial to class or group

1. Make pictures, collages
2. Listen to records of birds
3. Make a bird booklet
4. Make a bird mobile
5. Write bird poems
6. Sing bird songs
7. Take bird walks
8. View films and film strips on birds
9. Study and display bird pictures
10. Make a bird bulletin board

k. Primary children paint bird house.

l. Write Thank-you letters to older class.

m. Make a Thank-you party.

n. Write Thank-you certificates to give to the older group.

o. Write a Thank-you song for the older class.

Come Fly With Us

Primary

Evaluation Activities

Objective #1

Complete the bird house in an acceptable manner.

Objective #2

Complete bird booklet with pictures, stories and poems in an acceptable manner.

Objective #3

The child will be able to tell or write a comparison of a seed eating bird with an insect eating bird as to its bill, nest, egg and migrating habits. This could be done as a small group, or individually. This also could be recorded on a tape recorder. Older children could write short descriptive paragraphs.

Objective #4

a. The child will be able to name the tools used.

b. The child will be able to demonstrate that he can handle these tools that are used in construction of a bird house.

Objective #5

The child will write an acceptable thank you letter.

Objective #6

Kindergarten:

Teacher will ask child to identify bird house from other buildings in a drawing or from pictures of buildings pasted on a sheet of paper.

1st and 2nd:

The teacher will prepare a ditto sheet of pictures describing

the steps used in assembling the bird house. The children will cut these out and paste them on another sheet in the right order.

3rd:

The teacher will prepare a ditto sheet with mixed up sentences describing the steps used in making the bird house. The children will rewrite these sentences putting them in the right order.

EVALUATION 6th, 7th, or 8th

Classroom Corporation Check List
Evaluation of each student. Objective 1 and 2

1.NAME_____

	Poor	Fair	Good	Excellent
1. Follows Directions				
2. Is responsible for his/her actions				
3. Is courteous to fellow workers				
4. Shows iniative				
5. Completes task on time				
6. Has pride in his work				
7. Shows leadership qualities				
8. Has patience with small children				
9. Is cooperative to fellow workers				
10. Sees the importance of his work as a necessary part of the whole process				

2. The student will be able to write, state or tape the function of a corporation after this units experience.
3. Each child will do a critique or evaluation of the classroom corporation as related to advantages, disadvantages, improvements or suggestions to: profit, management, labor force, safety facilities and precautions, practicality of end product, saleability and quality of end product, interpersonal relations of the staff, his or her own job - its value and importance.

FLUSH OUT THE BIRDS

47 of our feathered friends are hiding in the bush. See how many you can "bird."

1. AUK
2. BALD EAGLE
3. BEAK
4. BILL
5. BLUEBIRD
6. BLUEJAY
7. CANARY
8. CLAW
9. CONDOR
10. CRANE
11. CROW
12. CUCKOO
13. DODO
14. DOVE
15. ERNE
16. FALCON
17. FEATHER
18. FINCH
19. FLAMINGO
20. GRACKLE
21. HAWK
22. KEA
23. KIWI
24. LINNET
25. LOON
26. MACAW
27. MINA
28. NUTHATCH
29. ORIOLE
30. OSTRICH
31. OWL
32. PARAKEET
33. PECK
34. PELICAN
35. PIGEON
36. PUFFIN
37. RAIL
38. RAVEN
39. ROBIN
40. ROOK
41. SORAS
42. SPARROW
43. SWALLOW
44. SWAN
45. TALON
46. THRUSH
47. WREN

P M O G N I M A L F W O L Y A

E D N A L C U C K O O R P R U

L R E H T A E F L F U P E A K

I I W C H N T L I A R E C N I

C B T T R A A A K L K L K A W

A E E A U W J W L C E O L C I

N U E H S S A W L O A I P B E

I L K T H H O A N N N R I L E

F B A U L R W N B N O O G U O

F I R N R M E E E B E A E E S

U L A A I V N T I N E L O J T

P L P N A D A N R D R W N A R

M S A R O S R E L N O O L Y I

U R O V W A C A M R O D N O C

N D E K A E B H C N I F O C H

LET'S TALK BUSINESS

Got a head for the business world? Place your stock in this puzzle and you won't go wrong. 83 terms about the world of finance await your perusal; if you invest your time wisely, you'll find them all.

1. ACCOUNTANT
2. ADVANCE
3. ADVISED
4. AGENT
5. ASSESS
6. ASSET
7. AUDIT
8. BALANCE
9. BANK
10. BONDSMAN
11. BOOK
12. BUYING
13. CAR
14. CARRY
15. CAUSE
16. CHARGE
17. CITY
18. CODES
19. COLLATERAL
20. CONSIDERATION
21. CONSIGN
22. CONVEYOR
23. COST
24. CREDIT
25. CURB
26. DEALS
27. DISCOUNT
28. DRAYAGE
29. DUN
30. DUTY
31. EMERGENCY
32. ESCROW
33. EXCHANGE
34. FINANCE
35. FRANCHISE
36. FREE
37. GAVE
38. GROSS
39. GROWTH
40. GUARANTY
41. HIRE
42. INCOME
43. INSURANCE
44. INVESTOR
45. ITEM
46. KEY
47. LABOR
48. LENDER
49. LICENSE
50. LIEN
51. LIQUIDATE
52. LISTING
53. LOAN
54. LOST
55. LUCKY
56. MAKE
57. MET
58. MORTGAGE
59. NET
60. NIL
61. OBLIGATION
62. ORGAN
63. OWE
64. PAR
65. PETTY CASH
66. PLAN
67. PRICING
68. RATE
69. REMIT
70. RENEW
71. RIG
72. SELLER
73. SHEET
74. STEADY
75. STOCK
76. SUING
77. SUITE
78. TELL
79. TENANCY
80. TRADE
81. TREND
82. UNIT
83. USURIOUS

72

T R E N E W O P E T T Y C A S H K E

R E M I T S O L N A G R O S U I N G

A N E T A D V A N C E R N S S D E A

D C R E D I T N A H G A V E U I I G

E F G M I N S U R A N C E T R S L T

S R E N U V S D N R A P Y T I C A R

I A N O Q E R N Q G H I O K O O B O

V N C I I S E A I E C U R B U U U M

D C Y T L T L O T N X P F A S N Y E

A H K A C O L L A T E R A L T T I Y

R I C G I R E M R R S I I A G E N T

S S U I T E S H E E T C O N S I G N

T E L L E D H O D D E I N C O M E A

O S L B N M T F I N A N C E O F S R

C L A O A A W R S E D G R O S S D A

K A B A N K O E N L Y I D N E R T U

E E O L C E R E O O H L I S T I N G

Y D R A Y A G E C O D E S C R O W E

G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Ave. Ext.
Cortland, N. Y. 13045

Teachers Sheet

1. Field Trips

   A._____

   B._____

   C._____

   D._____

   E._____

2. Parents who visited class

   A._____

   B._____

   C._____

   D._____

3. Guest Visitors

Name	Contact By	Address & Phone
A._____		
B._____		
C._____		
D._____		

4. Special Books Used

Name	Publisher
A.	
B.	
C.	

5. Special Tapes or Filmstrips_____not included

Name	Cat. Number	Area

TOMPKINS-SENECA-TIOGA BOCES

Films

Audubon and the Birds of America..... MS30

Birds and Their Characteristics..... MS50

Birds: How We Identify Them..... MS51

Birds of our Storybooks..... MS52

Birds of the Countryside..... MS923

Birds of the Dooryard..... MS782

How Birds Help Us..... MS238

Robin Redbreast..... MS778

Study Picture Sets

Common Birds

Familiar Birds

Transparencies

Science No. 39 - Study of Birds

Game for 1st and 2nd

Show child a picture of a bird for identification, such as a robin, bluebird, crow, etc.

p-Primary
i-Intermediate
j-Junior High
s-Senior High
ijsa-Inter-Junior, Senior,Adult
c-Color

Bibliography
Cortland-Madison BOCES
Film Reference

Adelie Penquins of the Antarctic 23m	c	pi	833	33
Animal Homes 11m	c	pi	831	12
Audubon and the Birds of America 16m	c	ip	832	10
Birds: How we Identify Them 11m	c	pij	831	30
Birds in the City: A First Film 11m	c	p	831	255
Birds In Winter 11m	c	pij	831	31
Birds in Your Backyard 11m	c	pi	831	272
Birds of Our Storybooks 11m	c	pi	831	32
Birds of The Countryside 11m	c	pij	831	33
Birds on a Seashore 10m	c	pij	831	237
Blackbird Family 12m	c	pi	832	115
Consumer Power: Advertising 22m	c	js	832	183
Feeding Habits of Forest Birds 14m	c	ij	832	161
Let's Build a House 11m	c	p	831	75
Measuring 16m	c	p	832	203

Mr. and Mrs. Robin's Family			831	88
11m	c	p		
Observing and Describing			831	250
10m	c	p		
The Project			831	281
6m	c	ij		
Robin Redbreast			831	97
11m	c	pi		
Shelter: Almost Anyone Can Build A House			832	127
15m	c	pi		

Bibliography
Cortland-Madison BOCES

pi	Birds	IMK5017
pij	Birds: How We Identify Them	IMP6714
pij	Birds in Winter	IMP6727
pi	Birds of Our Storybooks	IMP6163
ijsa	Birds of the Countryside	IMP6743
pij	Birds of the Dooryard	

Multi-Media Kits

pi	Birds	MK5017
ij	The Business Office	2MP7199
p	Let's Build a House	IMP6860
pij	Story of Our Money System	IMP6228

Bibliography
Cortland-Madison BOCES

r-Record Only
sp-Study Prints

r	933-27	Birds on a May Morning
r	933-12	Song Sparrow
sp	200-25 A&B	Common Birds
sp	200-26 A&B	Familiar Birds

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

CAREER EDUCATION

AUTOBIOGRAPHY OF A CAN

SOCIAL STUDIES 4-6

CE003952

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

AUTOBIOGRAPHY OF A CAN

4 - 6

Elements of Career Education	Occupational Clusters
Education Awareness	Agri-business & Natural Resources
Career Awareness	Business & Office
Economic Awareness & Understanding	Health
Beginning Competency	Public Service
Attitudes & Appreciations	Communication & Media
	Hospitality
	*Manufacturing
	*Marketing & Distribution
	*Transportation
	*Consumer & Homemaking Education

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FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

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Paula Drake	Syracuse City School
Anne Kingsbury	Cincinnatus Central School
Doris Mengel	Groton Central School
Connie Reinhart	Lansing Central School

MODULE REVISION COMMITTEE

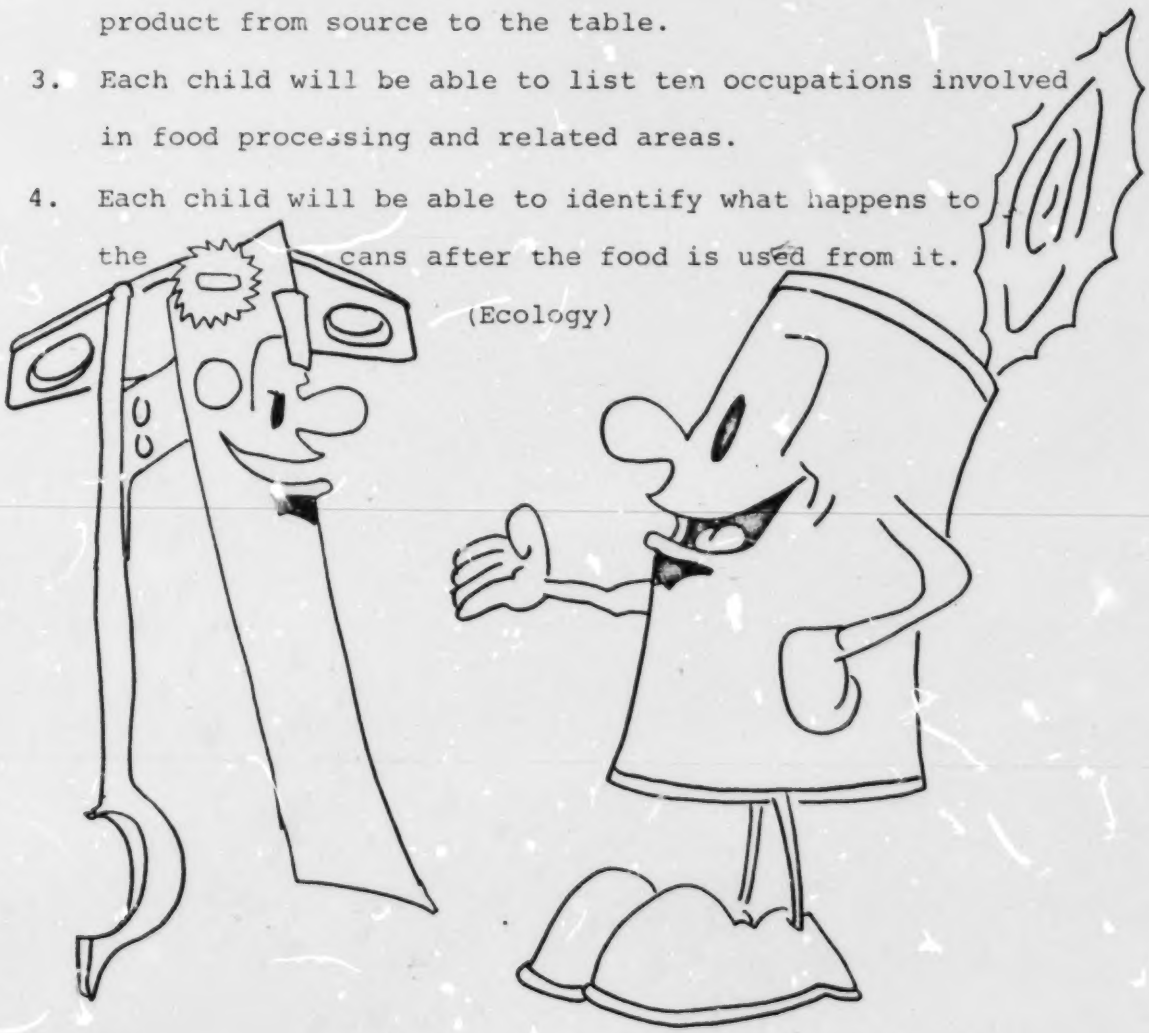
Theresa Gay	Homer Central School
Patricia Gilfoyle	Homer Central School
Dorothy Gollner	McGraw Central School
Judy Nolan	Lansing Central School

Illustrations by Robert Gerlach, South Seneca Central School

Objectives

As a result of this unit:

1. Each child will write an autobiography of a can. "I am a _____".
2. Each child will be able to trace at least one other product from source to the table.
3. Each child will be able to list ten occupations involved in food processing and related areas.
4. Each child will be able to identify what happens to the cans after the food is used from it. (Ecology)



Note to Teacher

The main thrust is in the Social Studies area with Career Awareness as the theme. Math and Language Arts are incorporated throughout.

This unit should be reviewed and be patterned for the needs of your particular class. It is not intended that all activities be used.

The resource materials stated here are from the Tri-B.O.C.E.S. resource centers. We encourage supplementation of the resources suggested here from your home school. We would greatly appreciate any ideas, suggestion, available resource materials, activities and/or evaluation that you use or develop during this pilot unit to be added and sent to -

G. Douglas Van Benschoten
McEvoy Educational Center
Cortland-Madison B.O.C.E.S.
Cortland, New York 13045

Teacher's Sheet

1. Field Trips

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

2. Parents who visited class

   A. _____

   B. _____

   C. _____

   D. _____

3. Guest Visitors

Name	Contact By	Address & Phone
A. _____		
B. _____		
C. _____		
D. _____		

4. Special Books Used

Name	Publisher
A.	
B.	
C.	

5. Special Tapes or Filmstrips _____ not included

Name	Cat. Number	Area

6. Best Ideas Made

   A.

   B.

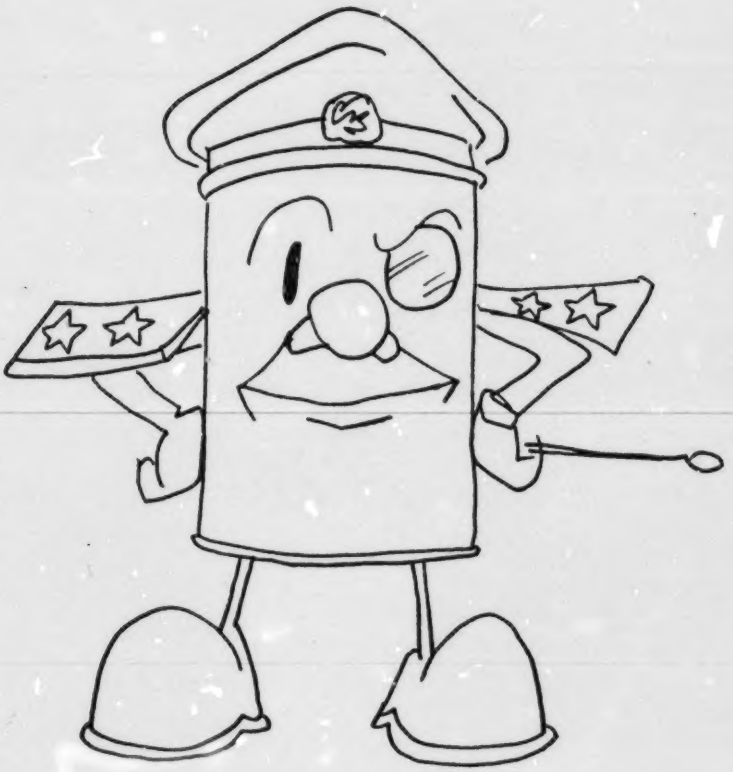
   C.

7. General Suggestions

8. Other materials used: Date Title

   Magazines

   Student's Collages



Note To The Teacher

This unit is designed as a one week experien e, with extensions if desired.

This unit deals with the behind-the-scenes activities of a super market. Stressing the areas of production, marketing, transportation, processing and distribution of food.

Description of Activity

Each child will be asked to bring to class a can of food. Teacher should make sure a variety of cans are represented, e.g fruits, vegetables, meats, fish.

Using these cans the unit will be develcped.

The children will work individually from guide sheet provided.

At the end of the research a group presentation and/or bulletin board will be developed.

Guide Sheet

Autobiography Of A Car

Name of the product _____

Name of the company _____

Address of the company _____

Place produced _____

Size of can (number) _____

Weight of can (Oz. & grams) _____

Date stamped on can _____

Cost _____

Ingredients _____

_____

_____

Other information on the can e.g. recipes, etc.

_____

_____

_____

Material the can is made of _____

Other information on the use of the can for refrigeration

storage, safe _____

unsafe _____

Measurement of the can

a. height _____ c. diameter _____

b. circumference _____ d. volume _____

Methods used to dispose of the can

aluminum _____

steel _____

tin _____

1. Trace your product from farm or sea, etc. to market.
   a. Growing conditions
   b. Area grown
   c. Modern methods used in the farming process of the product.
   d. Who probably harvested the product?
   e. How did it get from farm or sea to the cannery?
   f. Describe the methods of processing your product.
   g. What role does the United States government play in food processing?
   h. List the jobs involved in the food process.
   i. How did the can come to the store?
   j. Interview the manager of the supermarket or invite him and ask:
      1. Who sets the prices, how and why?
      2. Where is it stored?
      3. Who handles the can?
      4. How does the can come to the store?
      5. What does "supply and demand" mean?
      6. What jobs are available in the supermarket and the training and education needed.
      7. Where is the main office of the store?
      8. Who does the store buying - ordering?
      9. What diseases are possible from faulty processing or improper handling?
      10. What may a bulging can indicate?
      11. What is the average difference in cost between store labeled cans and national brands?
      12. How does the store determine profit or loss?
      13. What does inventory mean?

14. What is done with expired foods?

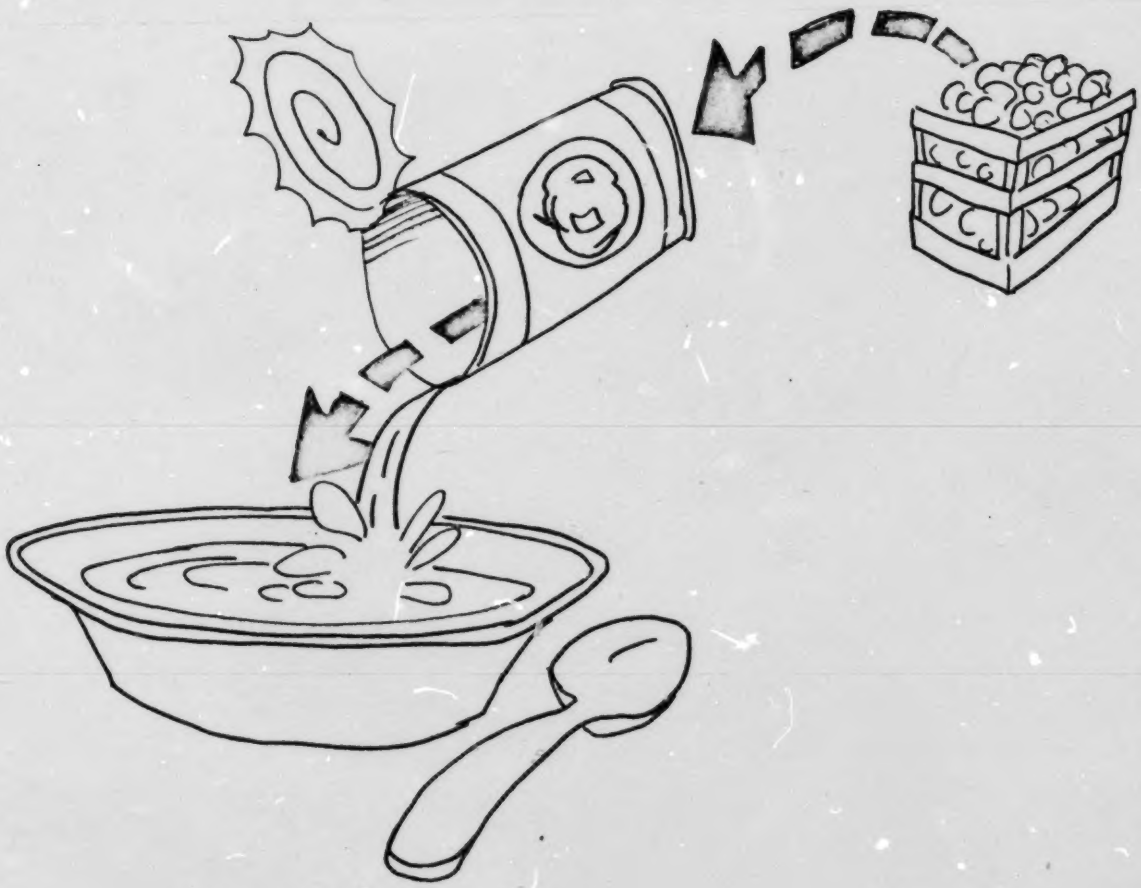
15. What is the oldest continously sold product in the store?

16. What is the newest?

17. How many new products are developed each year?

k. Who brought the product home?

l. What will happen to this can next?



2. Name the specific jobs involved in the "Autobiography of a Can".

   a. seeds _____

   b. planting _____

   c. growing _____

   d. harvesting _____

   e. transportation _____

   f. factory processing _____

   g. transportation to store _____

   h. unpacking _____

   i. stacking _____

   j. buyer _____

   k. recycling _____

   others _____

3. Have students write for information concerning manufacturing one month previously to the actual teaching. This will give all materials to use.

Enrichment Activities

1. Write to the food processor requesting information about the company and the food process.
2. Write to the United States Department of Agriculture (or local farm bureau or 4-H, or home demonstration unit) for information on the growing of food, processing standards, and regulations.
3. Visit a supermarket and make a floor map of the food sections and label each section on your plan.
4. List the types of products found in the store..... frozen foods, fresh meats, vegetables, pet foods, paper products, dairy products, etc.
5. Put on a play of the "Parade of Cans" that have been researched.
6. Invite someone from a food warehouse to discuss his occupation.
7. Other visitors possible -
   a. Refrigerator truck driver
   b. Trailer truck driver (foods)
   c. Cashier, bookkeeper
   d. Butcher, bakery employee
8. Class graph e.g.

(Each child's) Can Name	Price Store A	Store B	Store C
Hunt's peaches	33¢	39¢	41¢

9. Graph-prices of a product under different labels e.g.

Green Beans	Price
Hunt's	
Libby's	
Stokley	
Store Brand	

10. Make a newspaper ad or store window ad for one or more of the products bought.

11. a. Make a list of all the products imported from other countries. Name the product and country.

    b. Divide the class into groups and have them find the products of certain countries.

12. Make up a class menu and prepare and serve a luncheon to
13. your classmates. Choose committees for cooking, serving, setting tables, clean up. Invite guests if desired. If you do not wish to serve a meal you could save the cans for a holiday food basket for the needy.

14. Invite a mother to class to explain the "home canning" process.

15. Write for information on "home canning" from: 4-H, Home Education units, Cornell University, etc.

16. Show films of the food processing industry.

17. Keep a continuous vocabulary list of new words and terms.

18. Make up a picture booklet of all vocabulary that is applicable or a collection of pictures of the food process industry.

19. Have student make a collage, using articles and magazines from home, of the complete process of a product.

Evaluation

1. The unit "Autobiography Of A Can" is self evaluative by:
   a. Research report
   b. Oral presentation
2. Write a paragraph, after listening to the oral presentations of other class members on the biography of the can. Include the following:
   -Name
   -Source
   -Methods of processing.
   -How this product is different from your can.
3. List ten occupations of the food processing and related areas.

Bibliography

Cortland-Madison BOCES

SP=study prints

SP 200-33A Supermarket Helpers

Films

Autumn on the Farm 831 161

11m c pi

Includes apple and corn harvesting, grape harvesting, nut gathering, etc.

Bread 831 164

11m c pi

Study of bread from grain fields to food on the table.

Conquering the Sea 833 22

25m c js

Shows how underwater world contains chemicals and minerals enough to supply industrial needs for centuries and food enough to feed 15 billion people.

Consumer Power: Advertising 832 183

22m c js

Ralph Nader addresses himself to many questions re: advertising and free enterprise, economy.

Dairy Farm 832 18

13m c pi

Life on a midwestern dairy farm.

Day in the Life of a Dollar Bill 831 319

11m c pi

Economic Geography: Three Families in Different Evironmen s 832 181

15m c pijs

Farm Animals 831 54

11m c pi

Illustrates various livestock products and how they are obtained.

Food: Story of a Peanut Butter Sandwich 832 118

15m c pi

Includes market research, processing, and advertising.

Food for Life 832 198

21m c js

Garden Plants and How They Grow 831 61

11m c ij

Geograpy of the U. S., an Introduction 832 26

13m c ij

Comprehensive overview of geographical and human use of resources of the U. S., including landforms, resources, climatic regions, crop belts,types of occupations.

Great Plains: From Green to Gold 842 18

14m b/w ip

Pictures wheat farms, cattle, sheep, and ranches and the people who work on them.

How a Hamburger Turns Into You 832 119

19m c ij

Meat on the Move 843 2010

28m b/w js

Traces actual people, systems and processes involved in moving tons of meat and its by-products across the nation.

The Wheat Farmer 842 51

14m b/w ij

Portrays life, work, and problems on a wheat farm.

Where Does Our Food Come From? 831 27

llm c p

Follows boy who discovered where food comes from when he talks with men who deliver dairy products, meats, and fresh fruits and vegetables.

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-B ces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

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   Follow-up Activities:

   Resource Materials:

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7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

CAREER EDUCATION

LANGUAGE ARTS - SOCIAL STUDIES MATHEMATICS

GRADES 4-5-6

CAREER IN JOURNALISM - NEWSPAPER

CE003958

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K--12

REGION: Cayuga BOCES
Cortland--Madison BOCES
Tompkins--Seneca--Tioga BOCES

McEvoy Educational Center
Cortland--Madison BOCES
Cortland, New York 13045

1974

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FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

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G. Douglas Van Benschoten
Career Education Manager

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Dorothy Gollner	McGraw Elementary School
Judy Nolan	Auburn Enlarged City School District

Cover by Robert Gerlach - South Seneca Central School

NOTE TO TEACHERS

It is suggested that this module be taught over a period of four weeks for best results. However, it can be adapted to fit the needs of the individual teacher or class.

We also suggest that the module be read in its entirety before being used.

Select from all grade levels those activities most applicable to your particular class.

This module is written in a spiral format beginning with Grade 4 and continuing through Grades 5 and 6.

In grade 4, the emphasis is on helping the student become acquainted with the kinds of news found in a newspaper and its importance in keeping the public informed. The 4th grader develops an awareness and has some experience in using news stories.

As the module progresses students become exposed to the formal writing used in the newspaper, including the mechanics of assembling and circulation.

By sixth grade, students are expected to show more experience in writing, understanding what they read and in being descriminatory in their reading.

Underlying all grade levels is the understanding of the various careers involved in the newspaper field.

THE NEWSPAPER

Grades 4, 5 and 6

Social Studies, Language Arts and Math

Career Clusters:

Communication Media

Public Service

Business and Office

Marketing and Distribution

Environment

Consumer and Homemaking

Career Elements:

Self Awareness: The student will learn about himself in relation to his culture through understanding and experiencing roles.

Educational Awareness: The student will recognize that educational experiences are a part of his career development.

Career Awareness: The student will determine the worker qualifications related to performing the basic tasks of various occupations.

Economic Awareness: The student will understand the relationship between personal economics, life-style and occupational roles.

Beginning Competency: The student will become familiar with the use of basic tools, equipment and materials associated with business, commerical and industrial activities.

Decision Making: The student will become proficient in identifying and using resource information in making career decisions.

Attitudes and Appreciations: The student will recognize the responsibilities to himself and others when accepting a task or job.

General Purpose: To develop an awareness of the variety of careers involved in the production of the daily newspaper.

Goals:

Social Studies:

1) To develop an awareness of the academic, political and social issues of young people in general.

2) To develop the idea that school news is part of society's problems as a media.

3) To create a feeling of responsibility and honesty in response to those they serve.

4) To bring about change and reform with freedom of the press.

5) To expose the student to role of the newspaper in American history.

Language Arts: As a result of this module the child will be able to:

A. Fourth Grade -

1) Define 5 terms in newspaper vocabulary related to newspaper work from a given list.

2) Identify parts of the newspaper.

3) Write a classified ad and a display ad.

4) Draw a cartoon.

5) Write a comic strip.

6) Summarize a current event from a newspaper clipping.

B. Fifth Grade -

1) Identify and recognize the sections of a given newspaper, such as, ads, cartoons, comic strips, features, social events, etc.

2) List and summarize the facts from a given lead paragraph, answering as many of the Five W's as possible. (What, when, where, why, who?)

3) Identify some of the costs involved in a newspaper production.

C. Sixth Grade -

1) Identify and recognize the parts of a newspaper, such as, ads, front page news, editorials, sports, social, classified, entertainment, etc.

2) Write a feature story or news article about the topic being researched.

3) Compare news stories from the newspaper versus TV, radio.

4) Take part in the handling of assembling, distribution and sale of a school newspaper.

5) Be able to explain what profit and loss means.

Career Objectives for all grades - The child will be able to:

1) List a miminum of 5 careers involved in the newspaper industry.

2) Explain why and how other industries are dependent upon the newspaper.

TEACHER'S SHEET

1. Field trips

   A. _____

   B. _____

   C. _____

2. Parents who visited the class

   A. _____

   B. _____

   C. _____

   D. _____

3. Guest Visitors Name Contact location

   A. _____

   B. _____

   C. _____

4. Special Books Name Publisher

   A. _____

   B. _____

   C. _____

5. Special tapes of filmstrips - not included in bilbiography

   Name Catalog Number Area

6. Good points of interest covered

   A. _____

   B. _____

   C. _____

SKILLS TO BE TAUGHT OR REVIEWED

A vocabulary list should be compiled by the teacher and/or children as the unit develops.

A. Research skills -

Encyclopedia	Dictionary
Reader's Guide	Card Catalog
Newspaper	Text books
Table of Contents	Index

B. Writing -

Penmanship	Letter writing
Reports	Biography
Autobiography	Outline
Organizing	Interviewing

C. Speaking

Speeches	Debates
Role Playing	Interviews

D. Listening to

Tapes	Records
Television	Radio

E. Art

Comic Strips	Cartoons
Illustrations	Ads

F. Reading

Skimming	Main topic
Sub topic	

CAREERS IN JOURNALISM

Editors

Editor-in-Chief

Managing Editor

Copy Editor

News Editor

Feature Editor

Sports Editor

Review Editor

Photography Editor

Art Editor

Business Manager

Staff

Editorial Board

News Board

Feature Board

Sports Board

Review Board

Photography Board

Business Board

Art Board

Proofreader

Production Staff

Typesetters

Linotypist

Engraver

Mailer

Lay-out

Reporter

News Carriers

Photographer

Department Editors

INTRODUCTORY ACTIVITIES

1. Each child will use a newspaper to cut out other words to create his own front page.
2. Teacher directed discussions relating to:
   - A. The Front Page
     1. The Headline
     2. State, National, International News
     3. Index
     4. Weather
   - B. Local News
   - C. Society Page
   - D. Sports Page
   - E. Radio, Television and Movies
   - F. Classified
   - G. Advertisements
   - H. Vital Statistics
     1. Births
     2. Deaths
     3. Marriages
   - I. Comics, puzzles
   - J. Editorials and Letters-to-the-Editor
3. A discussion of the importance of a newspaper in a child's daily life
   - A. Class discussion
   - B. Panel discussion
4. Listen to tapes listed in bibliography.
5. Teacher directed discussion on career awareness taken from the teacher list found in this module

6. Discussion of related newspaper terms -

ad - advertisement

assignment - the story assigned to a reporter

A.P. - Associated Press

body type - type used in regular print

bold face - heavy type as in headlines

bulletin - late news story of importance

by-line - name of the writer of the story

caption - description of a photograph

column - division of a newspaper page

copy - all of the news article

dateline - place and date of the story

deadline - time stories must be finished

editorial - article expressing personal opinion

feature - article of human interest

Five W's - What, Who, Why, Where, When??

head - headline

interview - contacting a person in the news

layout - plan of a newspaper

lead - first paragraph of a news story - topic

obit - Obituary

proofreading - correcting original story for errors

reporter - one who gets the news

rewrite - to make the article clear

subhead - breaks up a long story

U.P.I. - United Press International

GENERAL ACTIVITIES

Fourth Grade:

1. Use words in a sentence taken from a given list.
2. Make a collage of headlines.
3. Use a picture and illustrate it with a slogan.
4. Use a picture and write his own caption.
5. Give an oral presentation of a current event.
6. Create an imaginary news item using the Five W's.
7. Identify the "large" parts of a newspaper.
8. Write and ad. Examples:
   a. lost puppy
   b. bicycle for sale
   c. neighborhood play, ball game
   d. book for sale
9. Concentration game: Make a series of two cards, have a clue on one card to match the other.

Job Title	Job Description

10. Create own crossword puzzles.
11. Illustrate an ad or a cartoon strip.
12. Show a film, "The Journalist" - see bibliography.

Fifth Grade:

1. Any of the above activities.
2. Write a news story of no less than 3 paragraphs in length. Be sure to use a lead paragraph.
3. Take a page of ads from the daily newspaper and find out the cost of the page.

a. Measure the column inch and multiply the column inch by $1.30 which is the average cost of a column.

b. School newspaper - ask the secretary of the school how much a ream of paper costs. From this cost, have the students compute the cost of their newspaper.

4. From the "Careers in Journalism" list, have students select one career of interest and do a research report, which should include the following:

    a. Job Title_____

    b. Job Responsibilities_____

    c. Education and Training_____

    d. Job Pay_____

    e. Personal Qualities for Success

        1. Attitudes toward news collecting_____

        2. Interests toward current events_____

        3. Capacity for evaluationg facts and events_____

5. After the written reports are completed take one class period and have the students exchange and proof-read papers.

6. Have a mock city-room where children play role of the various newspaper jobs.

7. Make a model or diorama of a newspaper operation.

8. Make a mural

    a. Start with a news article brought in by the reporters.

    b. The editor checks it over.

    c. He sends it to the perforator operator - makes a perforated tape.

    d. It goes to the photocomposition machine - gives printed image - cold type.

e. Camera takes picture after all the news has been pasted up on a sheet.

f. Then a press plate is made and the plate is printed.

g. Delivery by the news carrier.

h. Reading by the consumer.

9. Arrange for a field trip to a local newspaper and write "thank-you" letters.

10. Invite a speaker from the newspaper.

11. Show a film - "The Journalist" "Todays Newspaper" (Cortland-Madison BOCES 832-232)

Sixth Grade:

1. All of the above activities.

2. Write a more extensive feature article.

3. Write his own news feature from watching television or listening to the radio.

4. Organize committees for the assembling, distribution and sale of a school newspaper.

a. Estimate the number of pages to be printed from the lay-out.

b. Assign students to sell.

c. Set a date for the sale of the paper.

d. Advertize - use hand posters or use the intercom.

e. Decide what to do with unsold papers.

1. Sell at a reduced price (old news)

2. Give to the Senior Citizens, Hospitals, etc.

3. Recycle

5. Show above films plus "Newspaper Lay-Out" (Cortland-Madison BOCES) (832-232)

OTHER SUGGESTED ACTIVITIES

1. Class project

   Choose one topic - bring in news items

   example: Presidential tour, plot trip on a map

2. Tape record student oral reports and newspaper readings

   Ecourage self-evaluation

3. Practice answering the "Help Wanted Ads"

   Use telephone, letters, etc.

4. Keep a record of Vital Statistics of one month

   Births, deaths, marriages, etc.

5. Follow favorite team

   Keep a record of wins, losses, teams played

6. Tour through newspaper publishing house

   Discussion and oral reports follow-up

7. Collect ads

8. Word Puzzle (page 14)

9. Letter To The Editor (page 15)

10. Math problems

PUZZLE

Use these words to complete the puzzle:

Newspaper

ad
assignment
A.P.
body type
bold face type
bulletin
by-line
caption
column
copy
deadline
editorial
feature
head
interview
layout
leads
obituary
proofreader
reporter
rewrite
subhead
U.P.I

B	U	L	L	E	T	I	N	W	S	T	U	R	A
O	W	X	Y	Z	N	W	Z	P	P	I	S	E	S
D	E	L	B	Y	L	I	N	E	L	R	U	P	S
Y	I	S	T	U	V	W	L	X	E	Y	B	O	I
T	V	S	U	B	H	E	A	D	D	F	H	R	G
Y	R	C	O	P	Y	B	A	G	A	X	E	T	N
P	E	A	G	O	L	E	A	D	S	E	A	E	M
E	T	P	A	E	R	U	T	A	E	F	D	R	E
A	N	T	C	F	T	A	W	X	D	A	W	X	N
B	I	I	O	W	S	P	O	O	T	S	I	X	T
C	B	O	L	D	F	A	C	E	T	Y	P	E	A
D	R	N	U	L	O	T	L	A	Y	O	U	T	G
P	O	G	M	O	B	I	T	U	A	R	Y	W	L
B	L	U	N	E	N	R	E	W	R	I	T	E	S
S	C	O	O	E	E	D	I	T	O	R	I	A	L

DIRECTIONS: Circle words vertically, horizontally, diagonally and/or backwards.

LETTERS-TO-THE-EDITOR

Put the following in the correct letter form:

46 Central Avenue, Cortland, New York 13045, March 14, 1974
The Editor, Post-Standard, Syracuse, New York 13202
Dear Sir: I would like to complain about the condition of many of the streets in Syracuse. We have noticed those which are off Route 81 going to the downtown area. Your out-of-town visitors would appreciate having your city do some repairs. Sincerely, Martha W. Caputo

ACTIVITY

Complete column B with a definition of the type of work done by each job career.

A Career	B Job
Reporter	_____
Editor	_____
News carrier	_____
Sportscaster	_____
Local Correspondent	_____
Lay-out Man	_____
Typesetter	_____
Classified Ad Editor	_____
Photographer	_____
Secretary	_____
Foreman	_____
Cartoonist	_____
Circulation Manager	_____
Pressman	_____

GRADE 4 ACTIVITY

Math Problems

Daily papers are printed 6 days in a week.

1. How much do your parents pay for 6 copies of the local paper at 15¢ per copy?

2. How much would they pay for newspapers in a week if they bought a Sunday paper for 45¢ and 6 daily papers at 15¢ per copy?

3. Mrs. Smith writes for the local newspaper. How much does she earn if she writes 9 inches of copy and is paid 25¢ per inch?

4. The fourth grade class produced a class newspaper. There were 5 pages in each newspaper and there were 50 newspapers printed. How many sheets of paper were used in all?

5. The class sold all the newspapers at 10¢ per copy. How much money did they have all together?

GRADE 5 ACTIVITY

Math Problems

1. How many newspapers does the local newspaper company produce in a week at the rate of 2,000 copies per day? There are 6 days in a week.

2. Americans buy 48 1/2 million copies of Sunday papers and 256 million copies of daily papers in a week. What is the weekly total of dailies and Sunday newspapers?

3. How many students are enrolled in college jounalism classes if there are 2,009 at the University of Texas; 1,456 at Syracuse; 1,276 at Boston University; 1,100 at Columbia and 1,058 at the University of Georgia?

4. A 5th grade class produced a newspaper for the entire school population of 657 students. If they charged 7¢ per copy, what were the total receipts?

GRADE 6 ACTIVITY

Math Problems

1. According to statistics on reporters in 1970, there were 39,000 in all. If 35% of these reporters were women, how many women reporters were there?

2. There are 60 1/2 million newspapers sold each day in the United States. How many are sold in a week? (A week is 6 days)

3. What is the total number of newspapers sold in a week including the dailies, 48 1/2 million Sunday newspapers and 24 million weekly newspapers?

4. How many newspapers would your local newspaper have to sell in one day if the cost of producing the paper for 1 day is $450.00? One copy of the newspaper is 15¢.

5. The circulation for a daily paper in our city is 20,000 copies. How much profit would it make if it sold its newspapers at 20¢ a copy and expenses of producing the paper were $2,500 per day?

6. Enrollments in college journalism classes during the past 10 years have increased from 14,624 to 48,327. What is the average increase per year?

7. If the number of students attending graduate schools in 1973 are 4,504, an increase of 552 from 1972, then how many were enrolled in 1972?

8. If 1 out of every 3 graduates of journalism schools go to work for newspapers, how many will work on a newspaper in a group of 48,000 graduates?

9. A grocery store placed an ad with the local newspaper. The ad was 4 columns wide and 8 inches long. How much did the ad cost if the charge was $4.50 per column inch?

10. Classified ads cost 10¢ a word for the first day, then 5¢ a word for each succeeding day. I placed an ad containing 15 words for 5 days. How much did it cost?

EVALUATION

Fourth Grade:

1. Quiz - Teacher write on the board or have on a printed sheet the major parts of a newspaper. Give the child a clue and have him identify the larger parts of a newspaper.
2. Crossword Puzzle - Use the newspaper vocabulary.
3. Give the children news article from which they will find the answers to the Five W's.
4. Quiz - "Who Am I?" - Identification of workers on a newspaper. (See appendix- Test I)

Fifth Grade:

1. Oral presentation - Bring a newspaper article of their own choice and present it to the class.
   a. Tell if lead paragraph identifies the Five W's.
2. Write or tape a story about:
   "One day in the Life of an Editor.....Reporter. .....etc."
3. Use a news picture and write a slogan.
4. Use a picture and write own news feature. Be sure to use the lead paragraph.

EVALUATION

Sixth Grade:

1. Explain in not less than 100 words what a newspaper is.

   Include the following words:

lead	education	foreign
society	current news	religion
national	state	obituary
daily	editor	headline
sports	funnies	viewpoint
by-line	reporter	boldface
local	births	deaths

2. Teacher write on a ditto a lead story.

   Directions - Read the news item carefully.

   Answer the following.

   1. Who or what does it talk about?_____
   2. Who wrote the by-line?_____
   3. Where did the event take place?_____
   4. How did it happen?_____
   5. When did the event take place?_____
   6. What caused it to happen?_____
   7. Why was this written?_____

3. Teacher ditto a news story.

   Directions - Read article carefully, answer the following:

   1. Which paragraph is the most important?_____
   2. Write a headline for this story_____
   3. What does the lead tell you?_____
   4. What is the point of view?_____
   5. Is the news slanted?_____

4. Teacher select a classified ad that tells about houses or rooms for rent.

Directions - Read the ad and answer the questions.

1. What is for rent?_____
2. What type of rental is it?_____
3. Does it furnish utilities?_____
4. Where is it located?_____
5. Can you have children or pets?_____
6. Does it have a phone number?_____
7. How much does it cost per month?_____
8. Do you have to sign a lease?_____
9. Is it furnished?_____
10. Can you afford to live there?_____

APPENDIX

TEST I

Who Am I?

1. I deliver the newspaper to your home._____
2. I check the reporter's work for errors._____
3. I must approve all news articles before they go to press._____
4. I must have my news stories completed by a deadline.

_____

5. I make the news more meaningful with my camera.

_____

6. I draw pictures to go with news stories._____
7. I take charge of placing the ads in the newspapers.

_____

8. I have the job of getting the newspaper to the public.

_____

9. I write the sports column in the newspaper.

_____

10. I make comments on the types of clothing people are wearing.

_____

APPENDIX

TEST II

Major parts of a newspaper.

Directions - Done orally, on the board, paper pencil. Put words given below on the board, give a clue from the list below. Children take turns answering orally, etc.

Word Bank

front page	society page	comics	sports
local page	classified	editorial	grocery
entertainment			

Word Clues

1. Where would you find news about the war in the Middle East?
2. Which page would have baseball scores?
3. Lost and found.
4. The editor's opinion about crime fighting?
5. Peanuts?
6. An article about a meeting of the Board of Education?
7. A wedding?
8. A golf match?
9. House for sale?
10. President Nixon's trip to the U S.R.

APPENDIX

TEST III

Directions - Let the students use the newspaper as an aid. Write (T) true or (F) false after each answer.

1. Feature news of the day is on the front page. _____
2. The index tells how the paper is subdivided. _____
3. The items in an index are listed by importance. _____
4. N.Y.S. governor visits a museum. State News. _____
5. Boldface type is used for headlines. _____
6. Feature article answers the Five W's. _____
7. Local news is found on page 2. _____
8. Ads are used to fill in the blank spaces on a page. _____
9. The index items are listed in alphabetical order. _____
10. A newspaper is written in easy language. _____
11. News from the state of Idaho is considered to be National News in any other state. _____
12. The Queen of England visiting Canada is International News in the United States. _____
13. A news feature on page 1 can be continued on page 2, column 3. _____
14. The weather report is given on the last page of the paper. _____
15. News items tell stories of what is happening. _____
16. A reporter is a man who sells the newspaper. _____
17. An editor is a man or woman who checks what the reporter writes. _____
18. The society column tells about police news. _____
19. Club meetings can be found listed on the front page. _____
20. Weddings are listed under the Sports Section. _____

APPENDIX

TEST IV

Directions - Complete the following by using (T) for true statements, and (F) for false statements.

1. 1:00 A.M. is in the afternoon. _____
2. 4:00 P.M. is in the afternoon. _____
3. Products are offered for sale under classified ads. _____
4. "Wanted to Buy" is a feature item. _____
5. Ad costs are measured by the number of words. _____
6. "Rooms for Rent" can be found in the index. _____
7. Needed: A boy to rake leaves - is a want ad. _____
8. "Wells Dry" is considered a classified ad. _____
9. A car "For Sale" ad is in the classified section. _____
10. The longer the ad runs, the greater the cost. _____
11. "House for Sale" is found uner services wanted. _____
12. The Radio Index gives the station, time, dial number and name. _____
13. "Help Wanted" can be found on the sports page. _____
14. The T.V. Index tells us what channels are used. _____
15. A good sports writer tells the reader the price of the ticket for each game. _____
16. A good sports writer is sure to tell where the game was played. _____
17. If you needed a job, you could advertise on the social page. _____
18. The movie ad gives the title, cost, starting time, names of actors, name of theatre. _____
19. The social page will tell you about meetings and special programs in your community. _____
20. Births and deaths are always listed on the editorial page. _____

APPENDIX

TEST V

Directions - Using this lead paragraph, answer the questions below, using the Five W's.

Parts of a News Story

The sixth grade class of the DeWitt Clinton Elementary School presented the play, "The Sleeping Beauty" last evening in the school auditorium. The play, under the direction of Miss Martha Smith, was received by a large and appreciative audience.

1. Who?
2. What?
3. Where?
4. When?
5. Why?
6. How?

APPENDIX

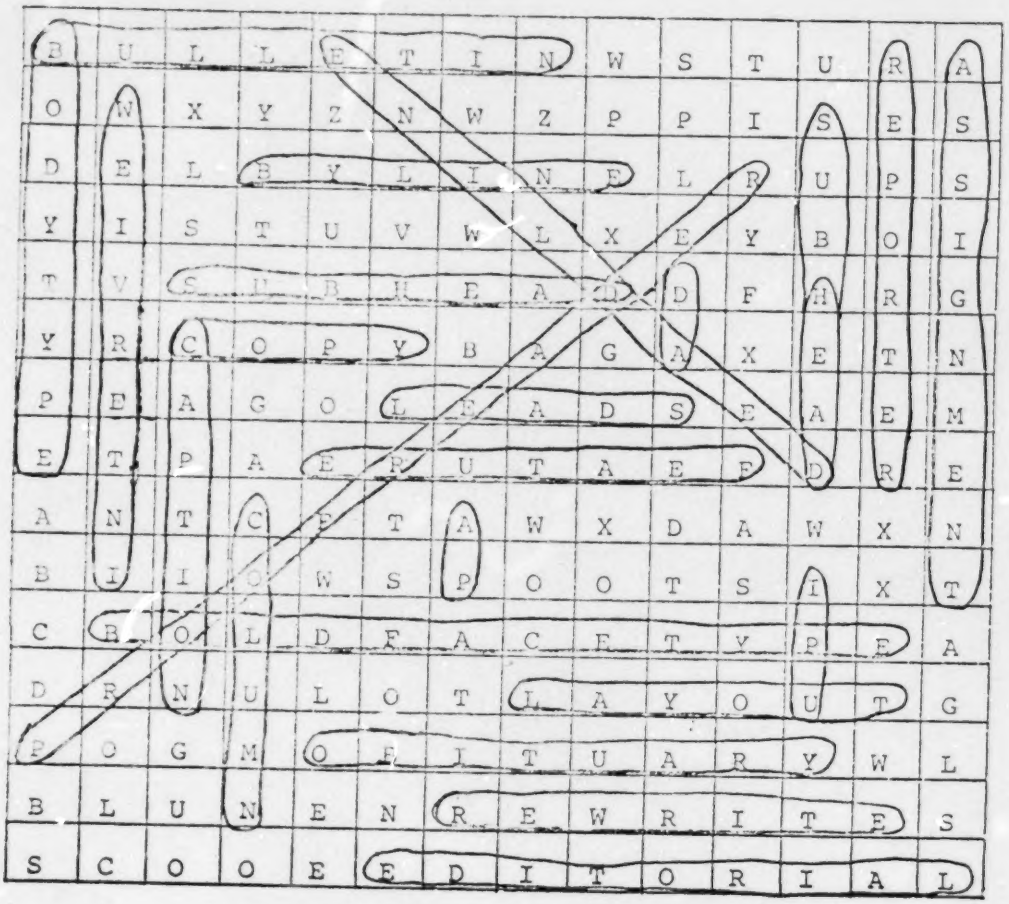
TEST VI

Directions - Complete the following by using (T) for true statements and (F) for false statements.

1. Look at the movie ad to find the names of the players. _____
2. A movie ad tells the date and time. _____
3. Marriage features are under vital statistics. _____
4. Obituary means people who have died. _____
5. Baseball scores are listed on the social page. _____
6. Editorials are opinions of the paper. _____
7. Births and deaths are found under vital statistics. _____
8. Dogs can send in a Letter-to-the-Editor. _____
9. Vital statistics is research done about the birth of a baby. _____
10. Letters-to-the-Editor have an inside address. _____

KEY

ANSWERS TO CROSSWORD PUZZLE


B U L L E T I N W S T U R A
O W X Y Z N W Z P P I S E S
D E L B Y L I N E L R U P S
Y I S T U V W L X E Y B O I
T V S U B H E A D D F H R G
Y R C O P Y B A G A X E T N
P E A G O L E A D S E A E M
E T P A E P U T A E F D R E
A N T C P T A W X D A W X N
B I I O W S P O O T S I X T
C B O L D F A C E T Y P E A
D R N U L O T L A Y O U T G
P O G M O E I T U A R Y W L
B L U N E N R E W R I T E S
S C O O E E D I T O R I A L

ad
assignment
A.P.
body type
bold face type
bulletin
by-line
caption
column
copy
deadline
editorial
feature
head
interview
layout
leads
obituary
proofreader
reporter
rewrite
subhead
U.P.I.

KEY

Answers to "Activity" (Page 16)

Job
Interviews and writes stories
Decides on what goes in the paper - directs the whole operation
Delivers newspapers
Writes sports news
Writes local news
Puts a page of news together
Sets the news, etc. in type
Has charge of ads that are to be used in classified
Takes pictures to be used in newspaper
Does general office work
Draws cartoons
Has charge of distribution of newspaper
Operates the press to print pages of the newspaper

KEY

Answers to Math Problems

Grade 4

1. 90¢
2. $1.35
3. $2.25
4. 250 sheets
5. $5.00

Grade 5

1. 12,000 newspapers
2. 304 1/2 million
3. 6,899 students
4. $45.99

Grade 6

1. 13,650
2. 363 million
3. 435 1/2 million
4. $3,000
5. $1,500
6. 237.03 students
7. 3952 students
8. 16,000 graduates
9. $144
10. $4.50

KEY

ANSWERS TO TESTS I, II, III, IV, V, IV

Test I

1. news carrier
2. proofreader
3. editor
4. reporter
5. photographer
6. cartoonist
7. advertising
8. circulation manager
9. sports editor
10. fashion editor

Test II

1. front page
2. sports
3. classified
4. editorial
5. comics
6. local page
7. social
8. sports
9. classified
10. front page

Test III

1. F
2. T
3. F
4. T
5. T
6. T
7. F
8. F
9. T
10. T
11. T
12. T
13. T
14. F
15. T
16. F
17. T
18. F
19. F
20. F

Test IV

1. F
2. T
3. T
4. F
5. T
6. F
7. T
8. T
9. T
10. T
11. F
12. T
13. F
14. T
15. F
16. T
17. F
18. T
19. T
20. F

Test V

1. sixth graders
2. presented play, "Sleeping Beauty"
3. DeWitt Clinton Elementary School auditorium
4. last evening
5. to entertain
6. under the direction of Miss Martha Smith

Test VI

1. T
2. T
3. F
4. T
5. F
6. T
7. T
8. F
9. T
10. T

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Cayuga County BOCES
Educational Communications Center
234 South Street Road
Auburn, New York 13021
Phone (315) 253-0361

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(New York: Richard Rosen Press, 1973)

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(New York: G.P. Putnam's Co., 1971)

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(Milwaukee: Sextant Systems Press Inc., 1971)

Fifth and Sixth Grade

1. Balk, Alfred The Big Story: Ten Questions and Answers About the Blooming Career Field of Journalism and Communications
(Chicago: National Professional Journalism Society Inc, 1973)

2. Davis, Mary Careers in Printing
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3. Scholastic Book Services (Editors) Discovery News Log: How to Interview
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(Florida: Field Enterprises Educational Services, 1974)

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Tapes, Cassettes, Kits

1. Tape #4535 "The Newspaper Reporter" Educational Sensory Programming Career Development, Laboratory Educational Progress Corporation.

2. Cassette Number 19, Slide 2 - "The Reporter"

3. Cassette Number 16, Slide 1 - "The Editor"

4. Newspaper Editors (Editors) S.R.A. Occupational Briefs
(S.R.A. Carrier Information Kit, D.O.T. 132.038)

Films

Communication in the Modern World 11 min. P.I.J. IMP 6268

Demonstrates the vital social and economic importance of communication in its various forms in today's interdependent world. Has a short review of some of the earlier slow and limited means of communication.

The Journalist, produced by S.D.X., may be obtained on a free loan basis by writing to Modern Talking Service, 2323 New Hyde Park Road, New York 11040. List alternate play dates.
(16 mm. color, 26 minutes)

Cortland-Madison BOCES, Clinton Ave. Ext., Cortland, New York 13045

Films --

832-232 Newspaper Lay-Out

832-232 Today's Newspaper

To be used as supplementary material. Designed for Junior - Senior High.

Organizations Providing Free Pamphlets

American Newspaper Puslishers Association Foundation
P. O. Box 17407
Dulles International Airport
Washington, D. C. 20041

Association for Education in Journalism
Department of Journalism
Northern Illinois University
DeKalb, Illinois 60115

Milton Gross, Secretary-Treasurer, ACEJ, School of Journalism
University of Missouri
Columbia, Missouri 65201

The Newspaper Fund
P. O. Box 300
Princeton, New Jersey 08540

Computer Based Resource Units

Communications, Grades K-6 #917

News Media in American Society, Grades 4-12 #915

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045